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THE LIBRARY JOURNAL

VOL. 53 MAY 1, 1928 NO. 9

THE VATICAN LIBRARY
Enrico Benedetti

LIBRARIES IN MICHIGAN
Mary E. Frankhauser

TEN YEARS OF THE INDIANAPOLIS PUBLIC LIBRARY
Amy Winslow

A DIFFICULTY ANALYSIS OF REFERENCE WORK TEACHING
Martha Conner

THE LIBRARIAN AND THE JUNIOR HIGH SCHOOL
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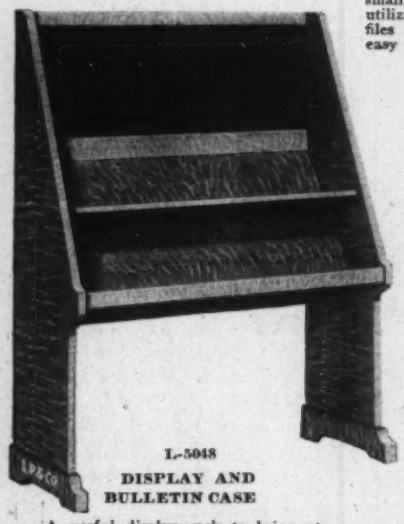

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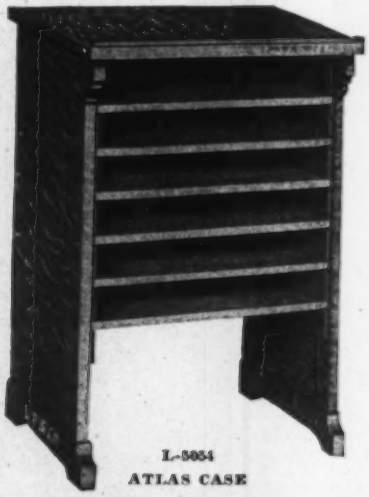

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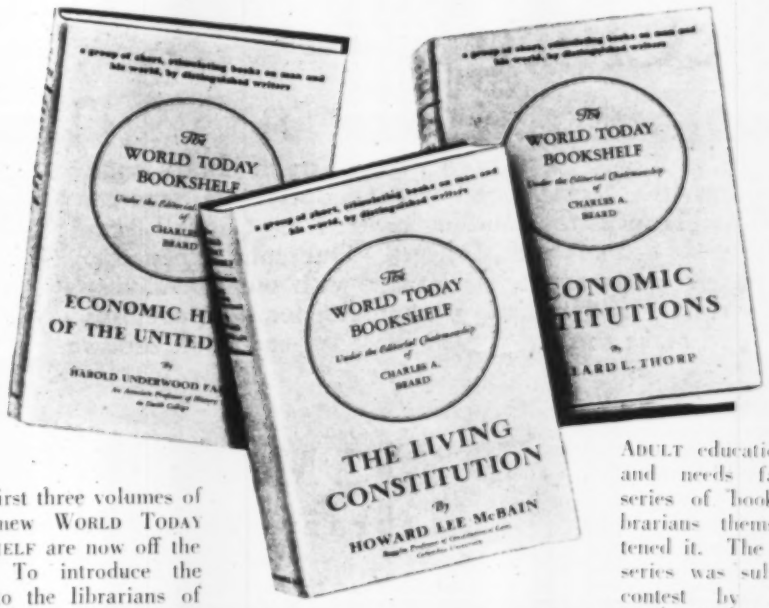

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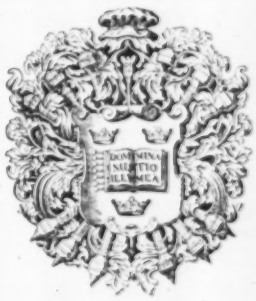

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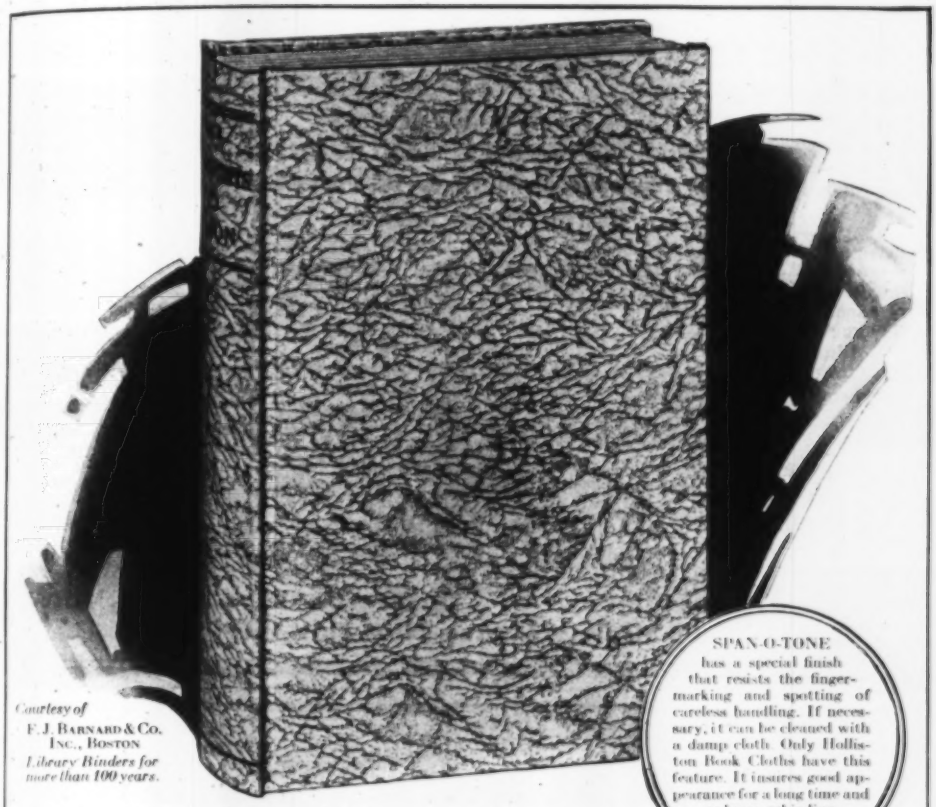

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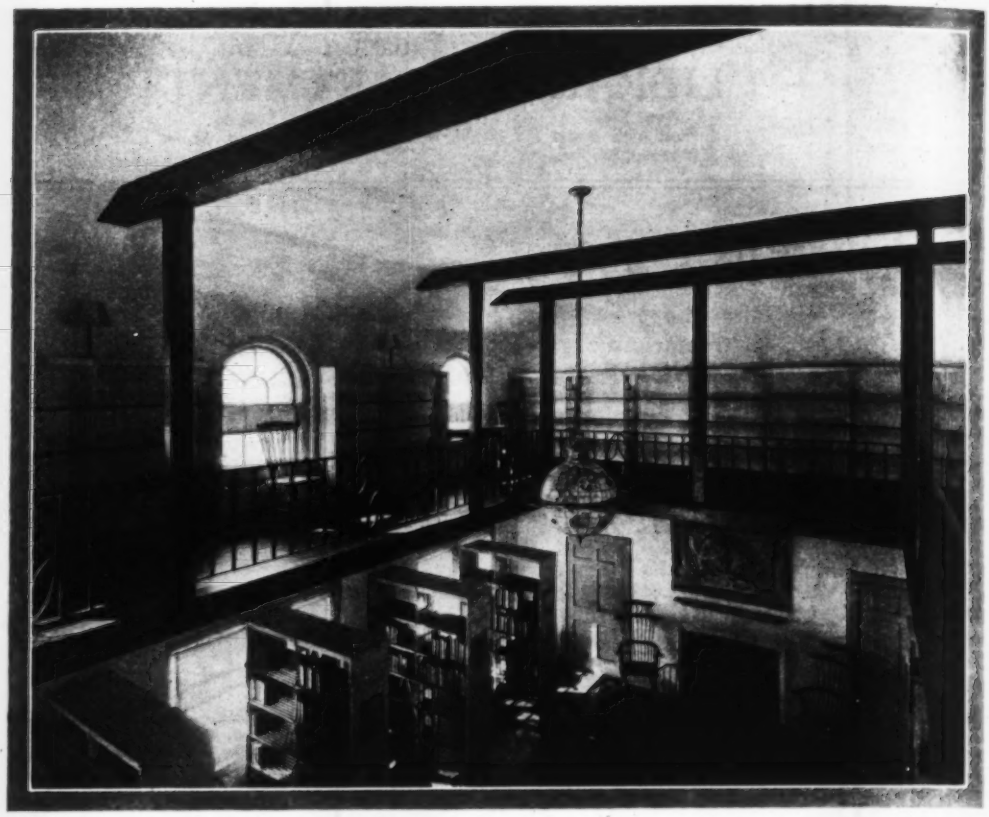

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THE LIBRARY JOURNAL

MAY 1, 1928

THE VATICAN LIBRARY

BY ENRICO BENEDETTI

Of the Vatican Library

The Roman Church, from the very beginning, took great care to collect her books and manuscripts. Unfortunately, these collections were again and again destroyed or scattered. The chief causes of these sad losses were the persecutions, the strife in the city of Rome and the transferring of the Holy See to Avignon. When Eugene the Fourth definitely established the Holy See in Rome in the year 1417, he endeavored to transfer the entire Vatican Library from Catalogna to the Eternal City. He recovered only three hundred and forty volumes and this was the nucleus of the present Vatican Library.

His successor, Nicholas the Fifth, was a great lover and collector of books, and was competent to form a library. He sent learned men thruout Europe, even as far as Greece and Constantinople, and they gathered not a few volumes. When he died in 1455, the library possessed about one thousand volumes.

Pius the Second, who died in 1464, a great humanist and litterateur, left his collection to his family, but these volumes were later placed in the Vatican Library.

Pope Sixtus the Fourth, altho he was not a man of letters, did more for the Library than all his predecessors. A short month after his election, he systematized it and placed it in the Papal Palace, in the rooms of Floreria, below the Borgia apartment and the rooms of Raphael. The whole library was divided into three sections which contained four rooms or halls. Three of these halls containing Latin and Greek works, were open to the public; the other one was reserved for the private library of the Pope himself. These halls were decorated by two famous painters of that time: Ghirlandaio and Melozzo of Forli. None of Ghirlandaio's frescos are extant, but we have one of Melozzo's and this is now in the Vatican Pinacoteca. This fresco represents the Pope, surrounded by his nephews, entrusting the care of the Library to Platina.

Platina not only cared for the books, but also superintended the workers. Glancing thru the administration books, in which he noted the salaries of the workers and the expenses of the Library, we find that one thousand and sixty-six dollars were expended—a large amount considering the times.

According to Platina's books, the organization of the Library consisted of a prefect, under whom were three scriptores or librarians, a book-binder and some copyists. Even for those times, their salaries were not high. Palatina received the highest—about ten dollars a month. The librarians received about one dollar a month and the copyists were paid according to their work. The copyists of a quire would receive about three cents, and if the penmanship was extra good, he would receive about three and a half cents. It is little wonder that the poorly paid librarians almost starved. We find in Platina's books that three dollars were given to one of them to buy a pair of shoes.

The books were made secure to the desks by means of iron chains. From the fact that one hundred and forty-four of these chains were purchased in Milan at a cost of one hundred and twenty-five dollars, we can readily see that book-stealing is not an invention of modern times.

In 1448, when Sixtus the Fourth died, the

Library possessed three thousand, six hundred and fifty volumes. And for these Palatina arranged two catalogs in alphabetical order: one for the authors and another for the subjects.

More books were accumulated and it was necessary to provide larger accommodations. In front of the Library erected by Sixtus the Fourth, there was a large and beautiful court called "il cortile del Belvedere." This court had been designed by Bramante, at the command of Julius the Second, and later, upon the order of Pius the Fourth, it had been surrounded with galleries. This, with its adjoining wings, formed one immense court with the Cortile della Pigna, whose long stadium had been graded into three terraces. Sixtus the Fifth thought of placing the new Library in the middle of this courtyard and so at the place where the second terrace begins, he built a transverse wing. The architect was Dominic Fontana, the genial inspirer and interpreter of Sixtus' plans.

This work was began in the latter part of the year 1587 and finished in May, 1589. The entire cost was a little more than forty-two thousand dollars. Sixtus the Fifth also added two small rooms to the grand hall for the archives and so occupied a part of the gallery of Pius the Fourth.

The collection still increased, and more space was needed. Paul the Fifth, therefore, added two more halls named in his honor the Pauline. Urban the Eighth, 1624, took over other arches of the gallery of Pius the Fourth and placed in them the manuscripts of the Palatine Library of Heidelberg, which Maximilian the First, Duke of Bavaria, had donated. Pope Alexander the Eighth, in 1690, added another hall, the Alexandrian, to the Pauline Halls, and in this hall were placed the manuscripts of Christina, the famous Queen of Sweden, who died in Rome.

The number of the books still increasing. Clement the Twelfth, in the year 1732, added five other halls, and so the Library was extended to the present visitor's entrance.

But the books still poured in and there was no room for them. Leo the Thirteenth, therefore, did away with the old armory beneath the Grand Sistine Hall, since, after the Holy See had lost its temporal power, it had no practical use for armories. And in this place there is a large consulting library. The rich library of the Princess Barberini was located beneath the stone gallery near the studio of mosaics. Later, with the coming of more books, the press room near the hall of consultation was taken over and there, in fire-proof compartments, are to be found the most precious documents. But the books still continued to pour in, and the famous apartment of the Borgias was filled with them.

Where can we find more room? This is the great problem of the Vatican Library. Think! Here, in Washington, you have a great, splendid library, built on a large, open space, and with all the advantages of scientific architecture suited to the needs of a library. But the Vatican Library, which was intended to be the Pope's private library, has assumed such mammoth proportions that it is now occupying quarters which were intended originally for private apartments. Such quarters can never be anything else but adaptations. From an architectural point of view, the Vatican Library is an unwelcome guest in the Papal Palace.

The artistic beauty of the Vatican Library is found in the Sistine Halls. Many visitors expect to find here the masterpieces of famous painters. But from the time of Sixtus the Fifth, the great masters no longer animate and vivify the drab canvas. In the Sistine Hall a visitor must be content to admire the ensemble which charms and enraptures: the feast of colours and the splendour of the lights, which makes it the most beautiful hall of the whole world.

The hall is about eighty yards square and thirty feet in height. Sunlight streams in thru the fourteen windows—seven on each side. The ceiling is decorated with large figures surrounded by grotesques and the shield of the Pope. Pictures of historical events, real and legendary, adorn the walls; representations of the Roman monuments cover the lunettes above the windows; statue-like paintings of famous personages are painted on the pillars with such artistry that they seem to be supporting the ceiling.

I noticed in your library* the series of panels, by the painter, Alexander, depicting the "Evolution of the Book". I am inclined to believe that he was inspired by the series of paintings in the Sistine Library, in which is pictured the exaltation of the Book. On one side we find paintings illustrating different stages of progress from the library of Moses to that of Sixtus the Fourth. On the other side we find depicted the series of councils from Nicea to Lyons. In the middle, upon the pillars, are the founders of the alphabetical writings from Adam, the first intelligent being, to Christ, the Alpha and Omega, the infallible teacher of truth. With this series of noble but fantastic pictures is interwoven another series giving the history of public works in Rome under the pontificate of Sixtus the Fifth. These pictures are of the greatest historical value in that they show just what the Pope did to embellish the Eternal City. These pictures in the lunettes above the

* This paper was read at a meeting of the Penwoman's Club at Washington.

windows were indeed open books to those who were not able to read. Here the artist and archaeologist find Rome as immortalized by Pope Sixtus.

But, about the books! We expect to be confronted with a mighty array of books immediately upon entering a library. And here the visitor at the Vatican Library is astonished; for in the Sistine Hall, we find only a very few books exposed to view and these are interesting, not as books, but for their miniatures. Where are the books? Along the gallery that runs as far as the eye can see are books and books and books: in closet cupboards along the walls of the Library more books are to be found. However, the bulk of the books and all the codices are to be found in that part of the library which is reserved for scholars. Beneath the Sistine Hall there is another room of the same size and here is to be found the great consultation room. This room was founded by Pope Leo the Thirteenth in the year eighteen hundred and eighty, when he opened the archives to all the scholars of the world, regardless of their nationality or creed. This great library, containing more than sixty thousand volumes, chiefly of an historical nature, is at the free disposal of scholars. Besides this consultation room there are other rooms containing more than five hundred thousand printed volumes which have been accumulated in the course of centuries.

But, as you know, the fame of Vatican Library does not consist chiefly in its printed volumes, altho it does possess some extremely rare editions. The characteristic note of the Vatican Library is its codices. Codices are handwritten books: books that were written before the discovery that immortalized Gutenberg. The number of the codices transferred from Avignon to Rome by Pope Eugene the Fourth has been greatly increased. The Vatican Library now has thirty-seven thousand two hundred and thirty-seven Latin codices. The Greek codices total four thousand two hundred and sixty, and the number in the Oriental languages is about the same. More codices are being acquired continually. Only last year, the Holy Father learned that a number of codices could be obtained in Mesopotamia and he immediately sent there to acquire them.

But to come to a subject which, perhaps, is more interesting to you. A few words concerning the printed books. Between the year 1591 and 1926, fourteen great collections were acquired by the Vatican Library. Each collection is placed in a separate location and marked according to its source.

My having indicated the number of separate collections which are contained in the Vatican Library gives me an opportunity to state the reason why my colleague and I are here in America. No doubt, you are aware of the fact that the Carnegie Endowment has offered to support financially the work of making a new catalog. You may think that the Vatican Library does not at the present time have a catalog. This is not the case. The trouble is there are too many catalogs. From the time of Platina to the present, the librarians of the Vatican have spent their lives in cataloging the treasures of the Vatican Library. It is interesting to note that at the end of the seventeenth century there were twenty-nine large volumes containing the inventory of the books in the Library. This inventory was compiled by men eminent in the science of paleography: the Rainaldi Brothers, Nicola Alemmanni, Felice Candelori, who were all Italians: Leon Allacci, a Greek; Lucas Holstenius, from Hamburg; and Emmanuel Schelstrate, a Hollander.

In the following century the work of cataloging was continued by such men as the famous Oratorian, Francesco Blanchini, and the three Maronites, Assemani. In the nineteenth century the work continued and from the time of Gaetano Marini to Giovanni Baptiste de Rossi, the father of the history of the Catacombs, there has been one continuous drudge. All these catalogs had been hand-written. In the second half of the eighteenth century the Assemani published three printed volumes of the uncompleted catalog of oriental works. The vicissitudes of the following turbulent years were no more favorable for continuing the work. However, the matter was taken up again in eighteen hundred and eighty, when Pope Leo the Thirteenth appointed a commission to care for the printing of the catalogs. The learned chairman of this commission was Cardinal Pitra.

When the preparatory work was finished the real work was commenced under Father Ehrle's direction. He was the prefect of the Library preceding Achille Ratti, the present Pope, and he was honored by the latter with the Cardinal's robes.

But do not imagine that this printed catalog was an easy task. Before the catalogs could be given to scholars, the librarians must have carefully revised the work of their predecessors and made note of all the amendments furnished by the advance of the science. The first volume was published in the year 1835. It was the catalog of the codices "Platini-Graeci," which was studiously collected by Enrico Stevenson. The latest volume, published in 1923, is another volume of the "Graeco-Vaticani

codices. This volume was edited by the present prefect, of the Vatican Library, Monsignor Giovanni Mercati and Signor Pio Franchi de Cavalieri, whom many of you have perhaps seen in this country, since he was in the retinue of Cardinal Bonzano when he visited America in attending the Eucharistic Congress. The fourteen volumes published up to the present contain brief explanations of six thousand seven hundred and forty-one codices. When one considers the fact that there are thirty-four thousand and more volumes which are yet to be explained, the question naturally follows, "When will the task be finished?"

I do not know. But I do know that the librarians are very busy at their task. Three volumes are about to be published; one deals with the Latin codices and two others with the oriental codices. Every one of the librarians has other matter on hand ready to be printed just as soon as the opportunity is afforded. The following figures will give you an idea of the work: fourteen volumes have been published up to the present: they contain seven hundred and twenty-four pages of introductory matter and seven thousand five hundred and eighteen pages of text. Eleven librarians, six of whom have since died, contributed to the work.

Another interesting publication is the "Studi e Testi." It was commenced in the year nineteen hundred and to the present time forty-eight volumes have been printed. They contain eleven thousand one hundred and forty pages. This is not published exclusively by the librarians. Foreign scholars may contribute, provided that their material is drawn from the Vatican Library. Of the forty eight volumes, thirteen have been compiled by foreign scholars.

It is a great work, and the more so when you consider that there are only eight librarians in the Vatican Library.

What I have said so far, pertains to the codices and not to the printed books, because, as I have said, the distinctive feature of the Vatican Library is not the printed book. It has at times been considered as a mere accessory. But since the archives of the Vatican Library have been opened to scholars, students from all over the world come there and the books have gained a great importance on account of the opportunity for historical research. Therefore, it is necessary to have an accurate and complete catalog.

I repeat that there are catalogs for each of the fourteen collections from that of Cardinal Carafa to that of Monsignor Petit, Archbishop of Athens. But each catalog has its own system and method, so that when a person wants to find a book he must look thru all the catalogs until he finds the desired book. This entails a great loss of time, and as Dante said, "Il perder tempo a chi piu sa piu spiace." The more learned a man, the more loss of time is displeasing to him.

And so there arises the necessity of making one great catalog—a combination of the many varied smaller catalogs. When Achille Ratti became prefect of the Vatican Library, it was his intention to make such a catalog, but on his appointment to the important mission of Envoy to Poland, the work temporarily stopped. However, when Monsignor Ratti was elected Pope, he did not forget his plan.

And now, comes American help. You should realize that your young nation has entered the lists of learned studies. I could not tell you just how many Americans have studied in the Vatican Library, but I can tell you that the ever generous American has showed in a tangible manner his appreciation of the services rendered by the Library. Some of the American librarians who have visited the Vatican Library have offered co-operation and services, services of such a nature that they make library science the outstanding American science. We have accepted their offer to inspect libraries: we have accepted the funds furnished by the Carnegie Endowment. And so, there are four of us here in America to study American cataloging systems and to adapt them in making our new catalog. And we are extremely grateful to American librarians for their many kindnesses to us. To them we must pay homage. We must mention especially the many kindnesses extended by the staff at the Library of Congress in facilitating our mission here. Some day we hope to express our sincere gratitude by returning service.

But, some of you wish to know whether it is possible to discover new documents in the Vatican Library. I will try to satisfy your desire on this point. Many documents not yet edited are to be found in the archives which have been open to the public only since 1880. In the Vatican are many manuscripts which were written on parchment. Needless to state that this parchment was very valuable. And so, to save time and money the writer would erase less important writing and insert that which he thought more important; and again the writer would use every available space on the page. He would write above the original lines and under the original lines and sometimes he would write across the original manuscript. In this case a manuscript became a mosaic or anthology of many and varied subjects. It comes to pass therefore, that in these handwritten manuscripts there are many hidden things of more or less

importance. Cardinal Mai, in the last century made a very important discovery. He was examining one of these many times written over manuscripts or palimpsests, and beneath the lines of a copy of St. Augustine's *De Civitate Dei*, a copy of Cicero's *De Republica* was found, which was believed to have been lost forever. Consider! The archives contain documents from the year eleven hundred and ninety eight. There are about one hundred thousand of them. Three-fourths of them are almost entirely unknown, but from an historical point of view they are very interesting. For instance: they contain the reports of the different representatives of the Holy See in many countries of the world and at various times. In them is contained an account of political and social events of the time, giving graphic descriptions of notable personages written by keen and skilled observers. And so history is hidden in the Vatican Library. What a vast field for scholars! It is for this reason alone that many visit the Library.

What is necessary for admission? It is very simple. If the student is a Catholic, the only thing required is a letter of recommendation from his Bishop. If the student be a non-Catholic then he must procure a letter from his ambassador or consul or other important person whose position will enable him to give a letter of introduction, such as is required, for instance, by the banks. All students are welcome at the Vatican Library: it makes no difference what their nationality or creed may be. After the letter of introduction has been presented, the student must make a written declaration of the subject matter in which he is interested. Then, a card of admission is issued and the student is then permitted to enter the archives as often as he pleases.

At last, Ladies, I have finished. I must thank you for your kind attention to my rather poor English. My colleague and I invite you to the Vatican Library and promise you our personal attention regarding any matter in which you may be interested. We shall be only too glad to assist you in your research work and endeavor to shed light on any difficulties which may arise. Again—Thank you.

THE WEST BADEN CONFERENCE

GENERAL SESSIONS OF THE A. L. A.

First General Session, Monday May 28, 8:30 p.m.

ADDRESS of welcome. Mrs. Elizabeth Claypool Earl, president, Indiana State Library and Historical Department.

Address. Carl B. Roden, president, American Library Association.

Address. Mary Eileen Ahern, editor, *Libraries*.

Address. Meredith Nicholson.

Second General Session, May 29, 10 a.m.

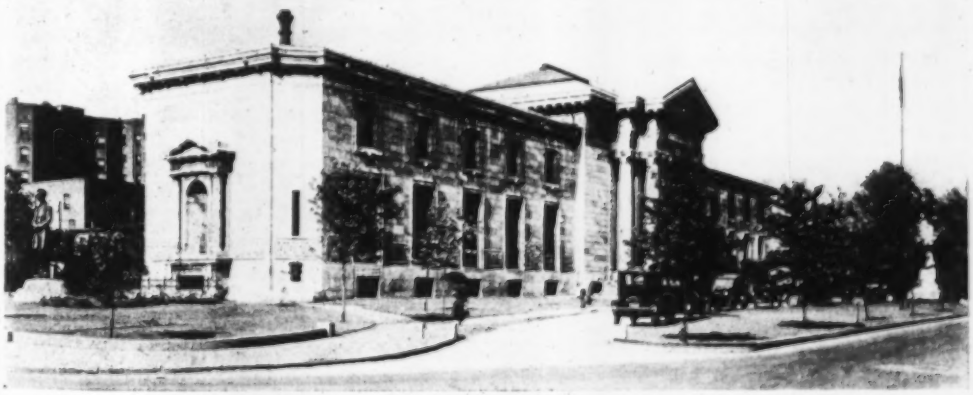
"Library Extension as a National Responsibility." Alice S. Tyler, dean, School of Library Science, Western Reserve University.

"Problems and Opportunities of University Extension." R. E. Cavanaugh, director, Extension Division, Indiana University.

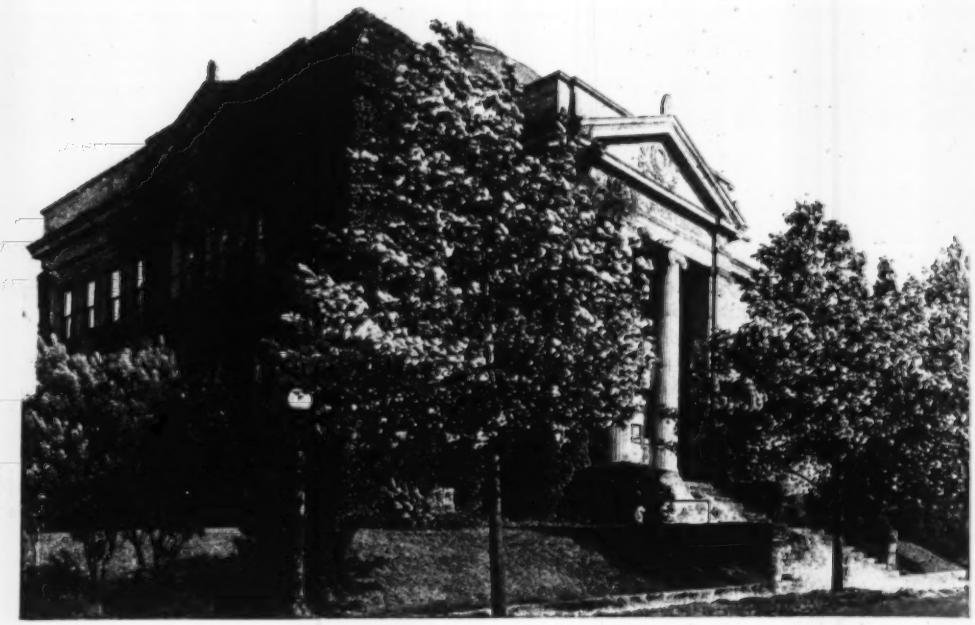
Report of the Committee on Library Extension.

Third General Session, Wednesday, May 30, 10 a.m.

"Library Service in an Understanding World."



THE LOUISVILLE PUBLIC LIBRARY WHICH MANY CONFERENCE DELEGATES WILL WISH TO VISIT. THE MAIN BUILDING AND THE WESTERN COLORED BRANCH ARE OPEN ON SUNDAY FROM TWO UNTIL NINE



UNIVERSITY OF CINCINNATI LIBRARY

Charles F. D. Belden, director, Public Library, Boston, Mass.

"The National Library: Some Recent Developments." Herbert Putnam, librarian of Congress.

Report of the Committee on International Relations.

Presentation of the delegates from the National Congress of Librarians of Mexico.

Fourth General Session, Thursday, May 31, 10 a. m.

"The Outlook for Adult Education in the Library." Charles H. Compton, assistant librarian, Public Library, St. Louis, Mo.

Report of the Board on the Library and Adult Education.

"Library Education More Abundant." June Richardson Donnelly, director, Simmons College School of Library Science, Boston, Mass.

Report of Board of Education for Librarianship.

Fifth General Session, Saturday, June 2, 10 a. m.

"The Children's Library in a Changing World." Effie L. Power, Director, Work with Children, Public Library, Cleveland, Ohio.

Report of Committee on Election.

Presentation of officers-elect.

Report of Committee on Resolutions.

Unfinished Business.

Visitors to the Conference will wish to visit as many as possible of the libraries in cities and towns accessible from West Baden.

Elsewhere in this number is an account of the Indianapolis Public Library, and other libraries in Indiana are described in our number for April 15 as are some libraries of Michigan in the present one.

Cincinnati libraries are closed on Sunday but the Public Library will welcome visitors on Saturday and the University Library will also be glad to see visitors at its home on the edge of the city park called Burnet. The University is making plans for a new library to cost about $300,000. At present the library is in cramped quarters which may be reached by street car route 61, taken at Sixth and Vine Streets, or at Seventh and Vine, just across the street from the Public Library.

FREE ON REQUEST

Lehigh University Library, at Bethlehem, Pa., offers the following:

Biologisches Centralblatt, v. 25, no. 10, 1905; v. 28, no. 5, 1908.

Zoologischer Anzeiger, v. 29, no. 23, 1906; v. 30, nos. 11/12, 1906; v. 58, nos. 11/12, 1924.

Zoologische Jahrbücher, Supplement 10 Heft 2.

Address, Howard Seavoy Leach, librarian.

LIBRARIES IN MICHIGAN

BY MARY E. FRANKHOUSER

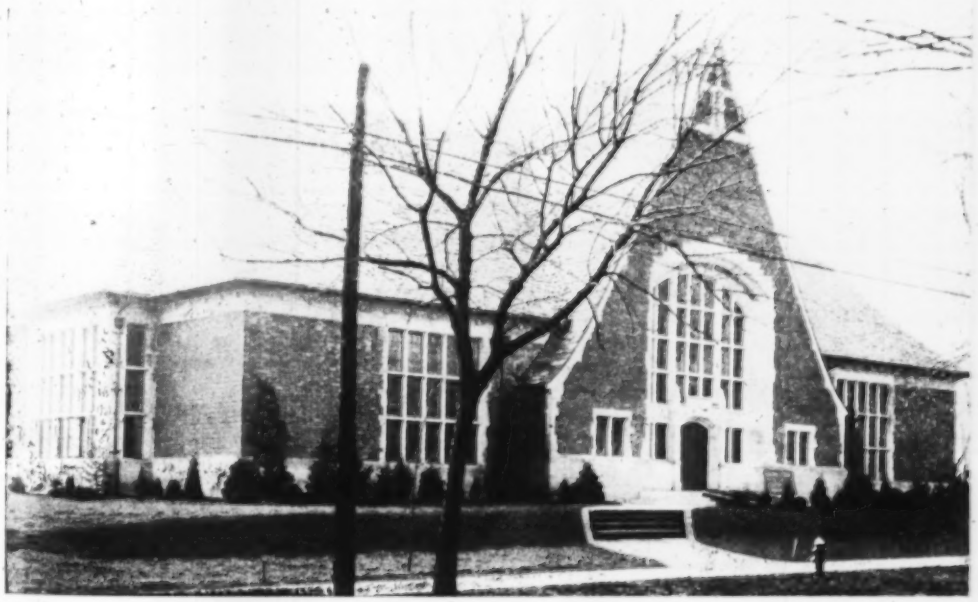
Librarian of the Michigan State Library, Lansing, Mich.

THE hundredth anniversary of the Michigan State Library, to be celebrated this year, rounds out a full century of library activity in the state, for it was almost within a decade of the founding of the state library that the earliest libraries were established in the state. Michigan was the first state in the Union to make provision in her earliest constitution for libraries, enacting in 1835 that every township should maintain a township library. The State Library had been founded in 1828. The first mention of a library found in the annals of the state is that in connection with the establishment of the University of Michigan in 1817 at Detroit, and in the same year the City Library of Detroit came into being. These three dates—1817, 1828, and 1835—mark the first three milestones in library accomplishment in Michigan.

Today there are within the state two hundred and nineteen public libraries, not including college and university libraries. These public libraries have evolved thru the usual process, being first township, subscription, association, or community libraries, and growing gradually into city, public school, and township libraries supported by taxation. There are still many subscription and association libraries in the small villages and cities of Michigan, which are only partly supported by taxation, but gradually they are developing into public institutions which the people of the communities support by taxation.

Michigan is primarily a state of small libraries. Of the public libraries only three are situated in cities of greater than 100,000 population; thirty-eight are in cities of population ranging from ten to one hundred thousand; twenty-eight in places of from five to ten thousand; while one hundred and forty-nine of the libraries are in communities of less than five thousand population. The three largest of the cities are Detroit, Grand Rapids, and Flint. The Detroit Public Library, according to the *Statistics of Public Libraries* for 1926-27, contains 732,734 volumes; the Grand Rapids Public Library, 275,698; Flint Public Library, 107,690.

The law of Michigan pertaining to libraries gives municipalities the power to raise a mill tax for the support of libraries. The only support in the nature of state aid is in the penal fines. In accordance with the provisions of the first constitution, the state and county fines col-



THE BIRMINGHAM PUBLIC LIBRARY, WELL DESIGNED FOR PRESENT USE AND FUTURE EXPANSION

INTERIOR OF KALAMAZOO'S LIBRARY HOUSE

lected in each county are distributed, according to the school population, to the township and school district libraries. This plan, while productive of generous sums in certain localities and at certain times, is not satisfactory for the reason that the sums vary so much in different counties, and also at different times, making this source of income an undependable one.

Some interesting new branches of work have been undertaken in recent times by some of the public libraries. The purchase of a Library House by the Kalamazoo Public Library has given this library a means of growth. The Library House is a residence, situated next to the library building, which is being made into an art center and museum. The art books, pictures, other works of art, and the collection from the museum of the library, have been moved into the new building. The art department of this library is growing rapidly. During last January twenty thousand pictures were circulated. An effort is being made to enlarge the museum collection with material for use in visual education and other class-room work.

Among the gifts given recently in Michigan for library purposes is the Hekman Memorial Library, presented to Calvin College, Grand Rapids, by Mrs. Edsko Hekman and her sons in memory of husband and father. Funds for the building were given two years ago, and the building was finished and dedicated early in March. This is one of the many outstanding gifts for library purposes in recent years, and is an indication of a growing tendency among men and women to select this field as a worthy one for donations. There are many libraries in Michigan today bearing the name of some person or family who has once been prominent in the community.

Besides the public libraries of Michigan there are book collections of varying sizes in the fifteen colleges and universities and the five teachers' colleges, some of these educational institutions owning large and valuable libraries.

In the past seven or eight years several million dollars have been expended in library buildings within the state of Michigan. This unusual amount has gone into public, college, and university library buildings. Outstanding among these is the Detroit Public Library, built at a cost of three million dollars, and finished in 1921. This building houses not only a vast library of books, but many great works of art. Another library building of distinction is the John Monteith Regional Branch of the Detroit Public Library. This Branch was the first

EXTERIOR OF THE KALAMAZOO LIBRARY HOUSE ADJOINING THE PUBLIC LIBRARY SHOWN AT THE LEFT

branch of the Detroit library planned and built specifically for regional purposes. It was the seventeenth branch to occupy its own building, and was erected at a total cost of about $230,000.

The University of Michigan dedicated its new library building early in 1920. This building, for which the contracts were let at pre-war prices, was brought to completion at a cost of little more than a half million. Ann Arbor

CHILDREN'S ROOM OF THE DETROIT PUBLIC LIBRARY MAIN BUILDING, OPENED IN 1921

is also the site of another new library building, in the Clements Library, the gift of William L. Clements, who gave this new structure to house his priceless collection of Americana which he had presented to the University. This building, costing $200,000, was dedicated in June 1923.

Within the last three years public library building ranging in cost from $175,000 to $500,000 have been opened at Highland Park, Dearborn, Birmingham, and Grand Rapids. The building at Grand Rapids, costing $200,000, was a branch of the Grand Rapids Public Library. The Birmingham Library, in this city of only 12,000 population, cost $175,000, and is a model of beauty and convenience. Future growth in the library has been generously provided for in this building. The Lapeer Public Library building, the last Carnegie library to be erected in Michigan, is one of the most attractive and representative of the small town libraries of the state.

The library building at Michigan State College, costing something less than a half million, opened its doors in the summer of 1924. About four years ago the State Administrative Board of Michigan voted a quarter of a million dollars for each of the library buildings of three of the State Teachers' Colleges. Two of these buildings have been finished and the third is planned.

For many years the public libraries of Michigan were able to call for help from the Library Commission, but this commission was abolished in 1921. To take the place of the commission the State Library organized an Extension Division which is giving valuable and ever increasing service. The workers from the Extension Division give help in organization work, book selection, and all phases of library service. There are three workers in the division at present, including a school library organizer. The State Library also loans, to libraries as well as individuals, books, collections of books, and traveling libraries.

No account of library work in Michigan is complete without a reference to the county library service which has been started, tho this branch of the work, in Michigan, is young and therefore limited in size. There are four counties maintaining county library service: Manistee, Menominee, St. Clair, and Wayne. The first two of these libraries serve fourteen townships each, the third serves twenty-three and the fourth seventeen. The first two have for circulation about six thousand volumes each, the third has eleven hundred and the fourth nearly thirty-six thousand.

GRADUATE LIBRARY COURSES AT BERKELEY

In 1928-1929 the second year's course of the University of California's graduate School of Librarianship will be offered for the first time. Altho it has been a graduate school since 1926 and accredited as such by the A. L. A. Board of Education for Librarianship, only a one-year course has been given hitherto. The A.B. of the University of California, or its equivalent, or the completion, with an average grade of at least B, of the first-year curriculum, or its equivalent, are the chief entrance requirements. In view of the varying standards of library schools, particularly in the past, applicants who have taken their first year at other than graduate schools should note that each case must be considered on its own merits. Statements of positions filled and professional references should be sent as well as transcripts of scholastic records. Graduates of senior library schools, who have included their first year of professional study in the four years leading to the A.B. degree, will be accepted as meeting entrance requirements if they were graduates in 1926 or earlier. Curriculum with an average grade of at least B.

LIBRARY INSTRUCTION DIVISION AT UNIVERSITY OF MINNESOTA

The Regents of the University of Minnesota have authorized the establishment of a Division of Library Instruction which is to have general charge of the administration which shall "cooperate with the several degree granting colleges and schools in formulating curricula for the preparation of librarians for the several types of library work now demanded thruout the state and organize courses and offer instruction to meet the professional requirements called for by the curricula thus formulated." It is expected that programs of training will be offered in the College of Science, Literature and Arts in the form of a full year of library training and in the College of Education in such groups of courses as will meet the requirements of the Minnesota State Education Department for teacher librarians' certificates.

It is hoped that instruction may be offered during the regular academic year of 1928-29. The Division is under the general charge of Frank K. Walter, university librarian, who becomes director of the Division of Library Instruction.

TEN YEARS OF THE INDIANAPOLIS PUBLIC LIBRARY

BY AMY WINSLOW

Assistant Librarian, Indianapolis Public Library

BEING a new-comer in Indianapolis—for as the old timer in Hoosierdom regards dates, 1919 is very new—the interesting early history of the Indianapolis Public Library has filtered into my consciousness but gradually. The last ten years, which I am really setting out to tell about, have bristled with change and excitement, but their history takes on greater interest when viewed against the substantial background of fifty years and more of growth.

Sixty years ago there was delivered in Indianapolis a memorable Thanksgiving sermon which so impressed citizens with the need for a library that one hundred and thirteen men and women immediately organized a Library Association and formed a subscription library. When, four years later, a real public library was about to come into being, the 3,649 volumes belonging to this Association were magnanimously transferred to the new and more democratic institution. To make no mistakes in their first book purchases, the Indianapolis Board of School Commissioners had entrusted to William F. Poole, then librarian of the Cincinnati Public Library, the onerous but thrilling task of selecting at least 8,000 volumes as initial purchases for the new library.

DELIVERY ROOM

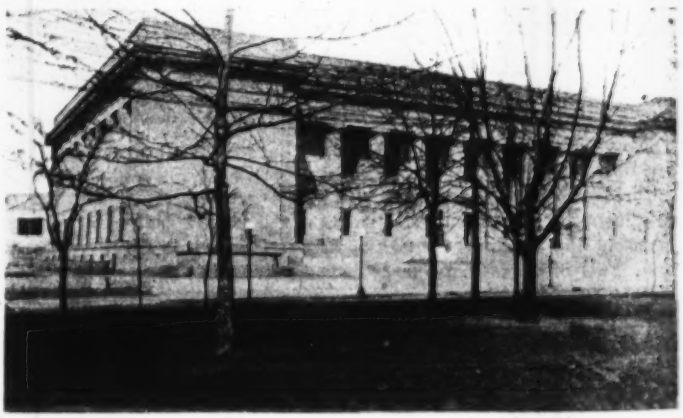
The Board's next inspired move was the appointment on November 15, 1872, of Charles Evans of the Boston Athenaeum, as first librarian. Full of personality, and eastern personality at that, Mr. Evans was destined to lead a spectacular career in the Hoosier city. It must have been interesting. No one familiar with the name of Charles Evans needs to be told that his ideas and ideals were instrumental in shaping policies and laying foundations for the Indianapolis Public Library which would challenge the best of modern professional standards. He proved himself so indispensable that he was recalled in 1889, after three brief interregnums, for a further period of three years' service. During this time plans were made and construction started on a new library building, at the corner of Meridian and Ohio Streets, which served as the library home for almost twenty-five years. This building, still the property of the Board of School Commissioners, now houses the Business Branch and the Teachers' Special Library, two important agencies of the Indianapolis Public Library.

In June 1892 Eliza Gordon Browning, who had joined the staff a few years before as a day substitute and quickly demonstrated her ability, was appointed librarian. She served in that capacity twenty-five years, until her voluntary retirement in 1917 to the position of assistant librarian. During this period of steady development the book collection grew from 50,000 to 212,000 volumes, the number of borrowers increased from 16,088 to 41,453 and home use of books rose from 142,953 to 725,791 volumes. Twelve branch libraries were opened, a children's department and school reference department were established, the open-shelf plan was adopted, a *Monthly Bulletin* was launched, and finally an architectural competition was conducted on land a portion of which was given to the city by James Whitcomb Riley. This building, so beautiful and so successful architecturally, the Indianapolis library staff like to look upon as a fitting memorial to Miss Browning, whose death last May marked the end of thirty-five years of devotion to and enthusiasm for the library's development.

THE CHILDREN'S ROOM AT THE MAIN LIBRARY

In August 1917 Charles E. Rush came from Des Moines to assume duties as new city librarian. From this point the new-comer can speak with the authority of an observer rather than the trepidation of the historian, and it is particularly with the decade that "C.E.R.'s" hand has been at the helm that my story has to deal.

Those were troublous times back in 1917. It must have been disconcerting for a new librarian, facing the reorganization which new librarians are supposed to effect, to be met with the immediate necessity of conducting the local financial campaign for "Books for Soldiers." In less than a year another urgent appeal carried him off to organize a cantonment library in Virginia and later to direct publicity at Library War Service Headquarters in Washington. But the wheels were moving meanwhile in Indianapolis and during that first year, following upon the dedication of the new library building on October 7, 1917, the process of reorganization was well launched. The recataloging and reclassifying of the whole library was one of the most urgent needs, and by January 1918 plans were completed and the work well under way. That task, by the way, still goes on, but an energetic catalog department, after ten years of high pressure work, sees the end in sight. In February 1918 the Business Branch Library was established, a project very near to the librarian's heart and one most



EXTERIOR OF THE MAIN LIBRARY

SATURDAY MORNING IN THE CHILDREN'S ROOM

ably developed by Miss Ethel Cleland. Before the year was over another branch library had been opened and a training course was organized and launched under the direction of Miss Carrie E. Scott. The staff had been reorganized, new and more liberal policies of service to the public had been worked out and the personnel was already developing that spirit of freedom in co-operation and individual initiative which has been so marked a feature of the régime of Mr. Rush.

As opportunity has arisen and funds have permitted six other new branches opened since 1918. These are typical of the Library's policy of making books easily available for special groups and well-defined communities. Unique is the Teachers' Special Library, located in the building where the Board of School Commissioners and other school officials have their headquarters and making available professional literature, supplementary aids and visual instruction material for the teachers of the city. Two general community branches have been added in sections of the city hitherto somewhat isolated from library service, the library of one of the large high schools has been reorganized as a branch of the public library, and two branches are now offering special service to the large negro population of the city.

IN THE HOUGHVILLE BRANCH

In further pursuit of the same policy several new departments have also been added to the library organization. The School Libraries Division, operating from the Teachers' Room at the Central Library, supplies classroom libraries and furnishes reference aid to the grade schools. In September 1921 the Technical Department was established for intensified service to the industrial interests of the city, in December of the same year the library's constantly expanding service to hospital patients was instituted, in the spring of 1924 the Art and Music Division was reorganized and the staff sufficiently increased to give individual service to the numerous art patrons of the library, and in October 1924 the Out-of-School Division was organized for special attention to the needs of serious adult students and boys and girls no longer in school.

Behind these and the library's expansion in general has been a consistent program for informing the public about opportunities available thru library resources. The publications division, reinforced by intensive publicity from special departments and branch libraries, has "informed" by every known means available—daily papers, community weeklies, lists, talks, exhibits, booths at expositions, letters, house-organs and the library's own little organ, *Readers' Ink*. But even yet—and I believe the Indianapolis Public Library is occasionally twitted with her high-powered salesmanship—a jolt comes from the someone who didn't know about the public library. There was, for instance, the lady who asked if the library was "there in that building with the Cropsey Auditorium!" And the irate patron who had received an overdue notice. "You are very bad mistaken about us getting a book at your library. We never even heard of that library so please don't send any more letters out here."

Along with other reorganization the Children's Department has been greatly enlarged, its book collection thoroly studied and revised, and many new activities instituted. The annual observance of Good Book Week and the yearly emphasis on the Summer Reading Contest along with school deposit stations and classroom collections have done much to bring about the high percentage of juvenile borrowers—almost eighty-nine per cent of the potential reading public as based on public school enrollment.

This rapid expansion in library organization and service, along with increased funds and growing efficiency of personnel, has naturally resulted in rather spectacular statistical gains. A comparison of figures for the fiscal year ending June 1917 with that for the similar unit ending June 1927 shows a rise in home use of books from 725,791 to 2,095,581 volumes, or 188.7 per cent, the per capita circulation having mounted from 2.4 volumes in 1917 to 5.7 in 1927. The number of borrowers registered, 108,334 at the end of June 1927, has shown a gain of 161 per cent, and while the population of the city has increased 22 per cent the percentage of population registered as library readers has mounted from 13 to 29.5 per cent. The community branches have more than quadrupled the number of books lent, the figure for 1926-1927 exceeding that for 1916-1917 by 361 per cent. Use of books by juvenile borrowers has increased 275 per cent with a gain of 185 per cent in juvenile book stock.

Triple and quadruple gains in a single decade have not come so easily as the telling would indicate. Rumor may have spread abroad the news that there are "politics" in Indiana. At any rate, there are complications. There is every year a harrowing period of waiting to learn how the library budget will fare at the hands of the state tax commissioners, there are the actual cuts in the library tax levy which must be faced while circulation continues to increase, and there is the consequent curtailment of new activities which always arouse the enthusiasm and abilities of the staff. The secret—this is an uncensored statement—lies in the vision of the librarian reinforced by his dogged determination and his spirit of sportsmanship. It lies, too, in the loyalty of his staff members—a loyalty built on the conviction that their chief's first concern is a square deal. Staff enthusiasm and allegiance in Indianapolis are the natural products of Mr. Rush's policy of encouraging initiative and giving full credit for achievement. There is, too, the feeling that his interest in the development of the individual is not feigned, and that to him the personal element in any equation is after all the important one.

THE A. L. A. Headquarters Office states that the pamphlet entitled *Child Life Plays for Children*, published by Rand McNally and Company, has no connection with the index, *Plays for Children*, compiled by Alice I. Hazeltine and published by the A. L. A. The pamphlet states on its cover that it is a "supplement" to the Hazeltine book and the publishers say that they were under the impression that permission was given for this statement in the A. L. A. office several years ago. They have agreed to delete this statement from copies of the pamphlet not already distributed. The Rand McNally index is in no sense a supplement to the A. L. A. publication, as it indexes only those plays which have appeared in the magazine *Child Life*. The titles in Miss Hazeltine's book have been gathered from many sources.

A DIFFICULTY ANALYSIS OF THE TEACHING OF REFERENCE WORK

BY MARTHA CONNER

Instructor in Reference Work, Carnegie Library School, Pittsburgh, Pa.

With the present increased enrollment in library schools has come difficulty in the management of large classes and the handling of laboratory materials. The chief of these difficulties are, (1) to have available a sufficient number of copies of the reference books so that each student may have an opportunity to spend the two hours allotted for each assignment in examining the books, (2) to ensure individual work, (3) to train the students to think in terms of reference work, (4) memorizing of titles and characteristics of books, (5) amount and variety of written work and its revision.

LABORATORY MATERIAL

With the usual crowded schedule it often happens that the students must all study their reference assignment at the same time, or at least on the same afternoon. Since an ordinary assignment does not include more than eight or ten books, it is obvious that with a class of twenty-five to work with them, unless there are several copies of each of the books, much time will be wasted in waiting for the books and no one book can be kept long enough by any one student for that student to get a clear impression, and it might be impossible for some to see the book at all. This condition leads to collaboration, copying, and otherwise unsatisfactory work.

The reference room of an active library must be depended upon for the majority of books to be studied, but no reference department can afford to duplicate largely. The books are subject to normal use in the reference room while the students are wanting to examine them, which adds to the difficulty. The library school will usually own for its study room some of the books in constant use, such as the *Readers' Guide*, *Book Review Digest*, an encyclopedia and dictionaries, but no library school can afford a completely equipped reference room.

A large class is divided into sections of from twenty to thirty students, and each section may be working with a different class of books in widely separated parts of the reference room. While section one is studying periodical indexes at one end of the room, section two may be working with biographical reference books at the opposite end and section three with sociological in another location. This method has the effect of duplication of reference books and relieves congestion in the reference room as well. With careful planning the sections cover the same work in a semester without conflict. It has worked admirably with as many as six sections, and it is conceivable that the plan may be followed for a larger number. A chart showing the work of the whole semester is almost a necessity when there are many sections.

Some of the reference books such as dictionaries, encyclopedias, and indexes much used, are likely to be duplicated in other departments of the library, in branches, or nearby libraries, or in departmental libraries in colleges. These should be located and the attention of the class called to the fact that they are available.

For reference works in many volumes there may be assigned a problem in which each student selects illustrations of particular features which may be found in any volume. For example, in studying encyclopedias, an outline for the study of the encyclopedia is distributed and the student is asked to illustrate such points as proportion, bibliography, entry under small topics such as famous buildings, characters in fiction, maps and portraits. Since these illustrations may be taken from any volume, twenty students may be examining one encyclopedia at the same time. The outline used is reproduced here to show the criteria for study which are given to the student.

OUTLINE FOR THE STUDY OF ENCYCLOPEDIAS

Examine the encyclopedias assigned for the following points. Illustrate numbers 1, 2, 3, 5, 6, 7, 8, 9, 10, 13 for each encyclopedia as assigned.

1. Authority, up-to-dateness
2. Scope (limitations, if any, length of articles, balance of subjects)
3. Articles
   a. Signed or unsigned
   d. Style, popular or for specialist
   e. Proportion
   f. Outlined or subdivided
4. Date of publication, last revision, and time covered by supplements
5. "See" and "see also" references
6. Method of alphabeting
   Letter by letter
   Word by word
7. Indication of pronunciation

8. Bibliography
9. Small subjects, e. g. fictitious characters, famous buildings, titles of books, etc.
10. Illustrations, portraits, plates, maps, etc.
11. Binding, size of print, paper, size of volume
12. Indexes and reading courses
13. Yearbooks and supplements

In studying annuals like the *Statesman's Yearbook* and the *Official Congressional Directory*, which have not changed in form for many years, the student may be allowed to use any one of the file for the last ten years, on condition that the date of the annual used is stated.

Sometimes enough copies of the conspectus of a reference book, containing sample pages and illustrations may be obtained from the publisher to supply a section, and used for each section as the work is studied. This use may continue until the pamphlet is worn out. These booklets are planned to illustrate the particular features of the work, and if a study of them is followed by a brief examination of the work itself for indexes and special features not included in the conspectus, this is an excellent way to study a reference book. Sample pages of *Webster's New International Dictionary* which may be obtained from the publishers are most helpful in teaching the use of any dictionary.

In teaching varieties of indexes, mimeographed examples may be distributed and the students required to identify like indexes in any book.

By requiring the students themselves to formulate and solve problems illustrating the particular features of the books assigned, several students may be working on the different volumes of a work at the same time. This method may be used effectively towards the end of the course when the students have acquired the technique of the study of reference books.

ENSURE INDIVIDUAL WORK

When many students are working together there is a temptation to help each other if all are trying to find the same specific information. The type of problem in which all students find the same information is best for class discussion since the students have a common experience. Further, finding definite informaton is the way reference work is done, and sufficient practice in this type must be used to give the student practice in reference procedure. A dozen different sets of reference questions would tend to ensure individual work, but then there is no basis for general class discussion, which is desirable. If a common list of questions is used the written work cannot be used for grading since there is no way to know whether all have done individual work. Careful questioning in the recitation on how to find similar facts and on the characteristics of the books will reveal possible slackers and grading can be done from the recitation.

In the type of problem such as that for the study of *Readers' Guide* there can be no collaboration without detection. A copy of this problem follows.

OUTLINE FOR THE STUDY OF
Readers' Guide to Periodical Literature

1. Points to remember
   - Time covered, frequency of publication, method of cumulation
   - Number and scope of magazines indexed
   - Fullness of bibliographic description
   - Method of indexing
   - Which publications of the U. S. Government are indexed
2. Illustrate by references from any volume of *Reader's Guide* and give the dates of the volume used.
   For a reference give full name of author, title, full name of magazine, volume, paging, and date.
   1. Author entry
   2. Title entry
   3. Subject entry
   4. Article with map or portrait
   5. Date of a recent event
   6. How to find poems
   7. How to find plays
   8. Plays for children
   9. A "see" reference
   10. A "see also" reference
   11. The name of an editor of a magazine
   12. Locate the index of a magazine
3. Select two articles on the five day week for a boy who is debating the subject.
4. Select two articles on the direct primaries for a speaker at the Rotary Club.

Individual work is also ensured in the assignment in which each student is required to formulate and solve her own problems illustrating the use of a group of books, e. g. find all the information about a certain college to be obtained from a group of books on education, or, how Dickens is treated in each of a group of books on literature. Each student chooses individual problems and solves them. The problems may arise from need in other courses, thus correlating with a saving of effort, and addition of interest.

The project such as the compilation of a reference list with definite specifications can be entirely individualized for each student selects her own topic. Frequent teaching tests of the thinking thru variety will reveal to the student the necessity for doing her own work and to the teacher the actual work each student is doing.

Class discussion and oral review also tend to discourage collaboration.

TRAINING STUDENTS TO THINK IN TERMS OF REFERENCE WORK

The tendency is always to think of solving the concrete problem in hand rather than of how to find similar information. The tendency is also to remember the specific facts found rather than how and where these facts were found. The student who sets out to find why the hot water pipes freeze more quickly than the cold water pipes becomes interested in that very thing and remembers the cause rather than that she found it in the footnotes in a text-book on physics. The latter viewpoint must be kept constantly before the class. Direction as to how to study needs to be repeated constantly. Frequent objective teaching tests of the variety, "Name the book you would consult first to find ——," are of great assistance in forming this habit of thinking.

MEMORIZING

About two hundred books are included in the four hour course. Students must be taught so to associate these titles with their use that they will be recalled when the reference situation arises which requires their use. Moulton's *Library of Literary Criticism of British and American Authors*, has in its title all the important elements of its use; (1) Criticism, (2) American authors, (3) British authors. Here we have three points of association and recall, and failure of any one of them is likely to lead the searcher astray. If both British and American are forgotten, the student is likely to consult the book for universal criticism, if either British or American is not recalled, that literature is neglected.

In presentation the teacher should form as many associations as possible by means of striking illustrations connecting the student's experience with the present problem. Humor is of value, and keen interest must be aroused. Memorizing should be a by-product of thinking, which is the reorganization of experience so that it can be used in solving new problems. Insistence upon the use of exact titles in recitation and review is helpful. Constant oral review by means of actual reference questions from the reference desk is good practice in recall, and good training in reference procedure.

Occasionally the beginning of the recitation may be turned into a reception, each member of the class representing a book in the assignment. Doorkeepers are appointed and each guest must prove her elegibility by telling her reference features. If the doorkeeper is not satisfied, she is sent back to the reference room to try again later. The reception line begins with the teacher and as each guest arrives she announces her name and is passed down the line taking her place at the end. In this way each title is repeated and heard many times. The students devise many delightful impersonations. The reception takes but a few minutes of time and stimulates interest and imagination and helps form associations for recall. Another device is to organize the section into two parts like the old fashioned spelling bee.

WRITTEN WORK

The revision of written work for large classes is no small task. Written work must be required frequently at first and revised by the teacher until the students acquire the proper technique of study, then less need be required and much of the revision may be done by the students in the recitation. The recitation can usually be depended upon to reveal errors. Too much written work takes time which may be more profitably spent on study, and thus defeats its own aim. Also if the problem is always to be handed in and revised by the teacher and grading is dependent upon it, the student tends to concentrate upon the written exercise rather than on reference procedure. Projects such as reference lists will necessarily have to be revised by the teacher both for form and content for no two lists will be alike. Frequent short answer teaching tests require little time for scoring either by student or teacher. With careful planning much of the revision can be eliminated and with advantage both to student and teacher.

These papers on the teaching of reference work have been written largely for experimental purposes and the writer will be glad to have the comment of teachers of this subject. The articles preceding are "How to Study Reference Books," and "The Teaching and Testing of the Unit on History," printed in the LIBRARY JOURNAL for February 15 and April 15, respectively.

THE CALENDAR

May 4. At 4 West 40th St., Vanity Fair restaurant. New York Regional Catalogue Group.

May 9. At Columbia University. Annual institute for library workers of Westchester and Rockland Counties and Western Long Island.

May 21-23. In Washington, D. C. Annual conference of the Special Libraries Association.

May 28-June 2. At West Baden, Ind. Annual conference of the American Library Association.

June 26-29. At the Eastland Hotel, Portland, Maine. Joint meeting of the library associations of all the New England states.

Sept. 4-9. At Richfield Springs. Annual meeting of the New York Library Association.

Oct. 17-19. In Danville. Illinois Library Association.

THE LIBRARIAN AND THE JUNIOR HIGH SCHOOL

BY JOHN CARR DUFF

Principal, Benjamin Franklin Junior High School, Uniontown, Pennsylvania

A FEW years ago Carl Sandburg wrote for the *Atlantic Monthly* some forty definitions of poetry. They are all different, yet they all define what poetry may be, and the droll Mr. Sandburg would be the first to admit that every man must write his own definition of poetry and will probably never achieve one that satisfies him if he knows what poetry is.

To those of us upon whom the compelling spirit of the junior high school has descended, it is the poetry of educational endeavor. It is the glory of the junior high school that no person can ever write a satisfactory inclusive definition of it which will serve for all places or all time. In the public schools of America the junior high schools are pioneers blazing the trail to the educational Promised Land. They can no more be circumscribed by definition than Daniel Boone could have been confined by a rail fence. The junior high school teacher is both pioneer and poet. The poetry he sees in his work is as free from traditions and conventions as are the prancing lines of Sandburg or Lindsay.

My own definition of the junior high school, if I could write one, must include as a conditioning factor the successful administration of a complete junior high school library. You will not quarrel with that requirement, and there is no thoroly progressive schoolman who has not admitted the importance of the library in the school. If we may assume that the library is a primary necessity, I may then ask you to hear my conception of when it is complete and when it is successful.

Better than I can ever know, you know the things which are required to make a library. Books, shelves, tables, chairs, charging desk, magazines, papers, pamphlets and clipping files, display cases, pictures, posters, maps, globes, plaster casts, ferns, flowers, ship models, an aquarium, a canary,—would you allow a canary in your library?—and last of all, boys and girls, teachers, and the librarian—all of these comfortably arranged in a large room, well-lighted, centrally located, make the library. But the complete library is achieved only when the room has acquired the friendly atmosphere and mellow character which beckon to the passing student or tug at the coat tails of the boy who must be away to his next class. The library must become the living-room, the hearthside, of the school. If the school has a soul, it will abide in the library.

There are not many complete school libraries. In many places school buildings are still erected with no room provided for a library. Sometimes a room has been provided, but it stands bare of equipment until it is finally condemned to be a classroom. Not infrequently the principal permits the library to be used as a study hall, and the librarian spends her energy in patrolling the room. In hundreds of schools the shelves are filled with shabby old sets of books given to the school, instead of to the junkman, by a gracious community. The musty old volumes sleep day in and day out. Their brown pages and fine type protect them against intrusion. Sometimes the books on the shelves are new, but they have been selected by the principal in accordance with his own interests or his idea of what youth ought to like. High pressure salesmanship is also accountable for many rows in imitation morocco bindings, *Complete Works* of E. P. Roe or Bulwer-Lytton.

Whatever the extent of the physical equipment provided her to work with, the success of the library depends almost entirely on the librarian, depends upon her personality and her training. The best equipped library could only fail without skillful administration. You know well enough how inadequate are library facilities in many schools. Those who hold the purse strings and determine the policies of your schools are those among whom we must preach the gospel of library. It is appropriate to pay tribute here to one of the most zealous of the leaders in such missionary work. If the public schools of Pennsylvania today are not the last to recognize the value of the school library, most of the credit must go to Miss Adeline B. Zachert, who until recently was director of School Libraries in the Department of Public Instruction of this State.

Since you are familiar with library requirements, I can justify my presence here only by telling you something that may be in some degree inspirational. If the success of the junior high school is conditioned by the success of its library, and the success of the library is so largely that of the librarian, it should be profitable to analyze the responsibilities of this woman upon whose efforts so much depends. I think of these responsibilities as three: First, skilful administration; second, promotion

among students of a genuine interest in good books, and third, service to the instructional program of the school.

The elements of administration are the first tools the library student acquires: Catalog systems, alphabetical filing, charging, accessioning, book repair, and the hundred-odd skills that make up the craft of the librarians. Without this knowledge and skill applied to its administration, the library can give only limited service and will quickly disintegrate. In many schools the principal has assigned to manage the library some teacher whose only qualification is a love of books. That is a desirable trait, but it carries with it no magic. The teacher-librarian often finds at the end of the term that the library is bankrupt, the books carried off or destroyed. Our successful librarian has served her apprenticeship in the guild and by diligent application has learned the library craft. Even with such preparation, her success in administration must depend in part upon her inherent executive capacity.

Responsibility for the management of the library rests solely with the librarian, but the teachers, especially those of the English department, share with her the business of directing the leisure reading of the students. The librarian, however, has in this matter a responsibility greater than the teacher's, for her effort is potentially more effective.

Every activity of the junior high school is founded upon adolescent characteristics. Interest in reading blossoms in the seventh grade. The peak of the reading curve is reached in the thirteenth or fourteenth year. For the early adolescent books alone satisfy the new-born mental inquisitiveness. The child finds it pleasant to use the enlarged mental power that is coming to him. He longs to find out things for himself, to discover life's truths by his own effort. External authority begins to be oppressive. The library offers an invitation to the youth to satisfy, without restrictions, his normal urge, a torturing curiosity. Unless this impulse is properly directed the child is likely to gratify it in reading which is morally and emotionally damaging.

Magazines today provide reading matter that is inexpensive and, to the untrained reader, thoroly satisfying. What magazine is the biggest seller in our city? You could probably guess. To the seeker after truth what more is necessary when he has found *True Confessions*, *True Romances*, and *True Story?* Magazines of this type publish stories which are not only fabricated, but which are not even remotely related to truth. The impression of life which they convey is likely to be a warped and unwholesome one. The future of our youth depends upon his ability to perceive the truth and use it. The reading done by unguided boys and girls does not train them to recognize the truth. Josh Billings said once, "It's better not to know so much than to know so much that ain't so." For our adolescent we could say, "It's better not to read so much than to read so much that ain't so."

Every great accomplishment is preceded by a vision, whether it be a new system of government, a suspension bridge, or a masterpiece in marble or on canvas. But the only visions which ever grow into material fact are those founded on truth and worked out on principles of established knowledge. We have it as our duty to guide and develop the imagination of our children and direct it along constructive lines, so that in the days to come they may better solve their great problems. They must be taught to observe, discriminate, compare, and classify, and out of their findings to build visions of better schools and churches, better social and industrial methods, better world relations.

The librarian who successfully directs the reading of boys and girls must know intimately the books she prefers for them, and she must be equally familiar with the adolescent mind and the interests, capacities, and secret longings of each individual student. The shelf list must cover a range of books that will allow the librarian to direct the reader to a book that will be enjoyable, for reading for pleasure must be, above all, pleasant. Book lists made up by well-intentioned people according to what they think the children ought to read for their own good are likely to have small favor with the young readers. "The taste of the fish and not of the fisherman determines the bait." The student who has found some pleasure in reading comes back for another book and tells his friends the merits of the books he has enjoyed. In the library as well as business, "Our best advertisement is a satisfied customer." The librarian who knows books and knows children and can subtly communicate her enthusiasm for both is certain to know the flavor of success.

The day of the cramped little room full of donated books, managed by a puzzled teacher or the office clerk, is passing. The library is no longer an annex to the English department. It has a purpose of its own. It is an independent factor for the realization of definite educational objectives. Rote learning and textbook instruction are gone to the Limbo of discarded methods. The new methods and diminishing emphasis on formal instruction deprive the classroom of its high prestige. The new methods of teaching are served best by the library, where situations are most nearly analogous to life

situations. The unit is the individual. The method is directed student activity. The librarian has new responsibilities. It is not enough to know catalog systems, adolescent psychology, and the whole range of juvenile and romantic literature. The librarian must know modern teaching methods, and should be familiar with the course of study for every subject. Is this too much to ask? Then what of the fact that she must also know adult psychology, must possess the tact necessary to communicate to the teacher how his teaching can be improved by employing the endless services of the library.

The librarian is executive, counselor, critic, and supervisor. Every junior high school will be marked by the character of the principal, who determines most of its policies and moulds its progress. But second only to the principal in the measure in which she may influence the success of the school is the patient woman who never runs out of smiles and has some interesting thing up her sleeve for every person in the building. Her success or failure will indicate the progress of the school. There is no position in the world I would rather have than that of a junior high school principal; but if I couldn't be that, I should want to be a junior high school librarian.*

* This paper was read at the library institute held at Drexel Institute, Philadelphia, Pa., on February 25.

STANDARD CATALOG FOR HIGH SCHOOL LIBRARIES

THE approved library purchase lists have gone from the office to the Purchasing Department. Our work is done. Since September the revision and preparation of annual supplements have occupied almost all the time of one person, assisted by several committees of school librarians. April 15th, and there yet remains the compilation of an initial purchase list for the new high schools!

Are we dismayed? No, for a week ago a certain substantial, dependable, and business-like blue volume appeared in the mail, reassuringly lettered in gold: *Standard Catalog for High School Libraries*. Part 1, Classified List. Part 2, Dictionary Catalog. The H. W. Wilson Company.

The real secret of our composure in facing the emergency of the new initial list is due to the fact that we have been leaning all the year upon Part 1.

The first part of the *Standard Catalog for High School Libraries* and the *Children's Catalog* are now shabby companions for the latest blue recruit to the librarian's shelf of the faithful. But they have served as authorities on form of authors' name, choice of edition, and suitability for grade; many a special supervisor has found the annotation he needed, or, because of the subject arrangement, a bibliography ready-made. The pamphlet lists, maps, and directory of sources for picture material have been invaluable.

Part 1 provides a basis for that difficult first list: a balance of classes. This is flexible. Books for first purchase are starred books for junior high or suitable for the less mature high school pupil marked j. For our list, we must add special supervisors' lists, books on home reading lists, requests from directors of school associations and clubs. We must add in the vocational and industrial phases, and eliminate in agriculture. But Part 1 will lend itself to any set of book needs, and school finances. Part 2 now appears as a complete dictionary catalog of the 2600 titles listed in Part 1.

School librarians note with pleasure that subject entries are made for historical fiction, and that there are title entries for short stories and plays in collections.

The subject headings are from Minnie Earl Sears' *List of Subject Headings for Small Libraries*, which insures simplicity of heading, and a certain desirable conformity to public library usage.

High and junior high school librarians whose catalogs may be in good working order will welcome Part 2 as a supplement to their catalogs. School librarians whose catalogs are inadequate may, by means of checking, make the *Standard Catalog* serve as their catalog.

An annual supplement, giving both a classified list and a dictionary arrangement is projected on the cumulated plan. With some provision for frequent revision of the basic list, the *Standard Catalog* and its supplements bids fair to be a bulwark to school, as well as public librarians, for some time to come.

Miss Brown and the H. W. Wilson Co. are to be congratulated upon a fine and much needed piece of work.

MARION LOVIS,
Supervisor of Detroit School Libraries.

A film library of 10,000 slides, one of the most extensive in the country for purely educational use, is maintained by the visual education division of the New York State Department of Education.

THE FREE PUBLIC LIBRARY OF BLOOMFIELD

BY MARY FRANKLIN BARRETT

Secretary of the Board of Trustees, Bloomfield, (N. J.) Free Public Library

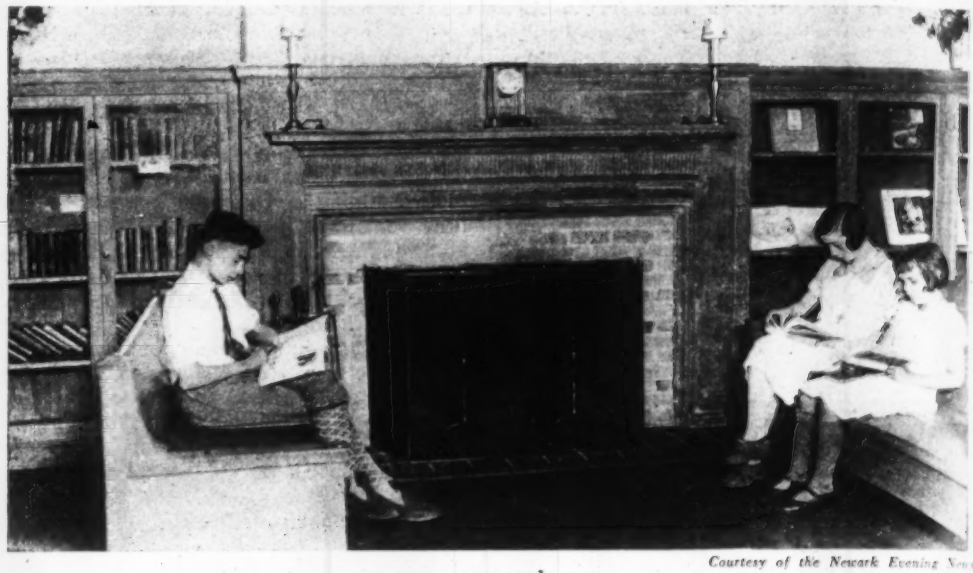
BLOOMFIELD'S colonial Green, with its late eighteenth century church and its early nineteenth century parish house, manse and Theological Seminary building, has received a harmonious addition in the shape of a public library of Southern Colonial design. This, the last public building completed by its architect, John F. Capen of Bloomfield, is considered by the townspeople to be the masterpiece of an experienced architect and a labor of love on the part of a citizen who had already, in many capacities, given invaluable service to his town. In accepting a tablet recently erected in the Library to the memory of Mr. Capen by the New Jersey Society of Architects, Alfred B. Van Liew, President of the Trustees of the Free Public Library, spoke of the building as "beautiful, and yet so practical and workable that even one year after its completion there is not a thing we would change." Great credit is due also to the librarian, Miss Janet F. Melvain, for her aid in planning the arrangement and the furnishing of the rooms; and to Mr. Van Liew for his personal supervision of all details.

The building is of fireproof construction; red brick with white stone trimmings. Its cost was about $175,000 exclusive of the land. It consists of a basement, two stories in front, and a story and a half in the rear. The rear story and a half holds the book stacks and is divided by a balcony into a main and a mezzanine floor. The front second story is given over to a large room which has contained exhibitions of paintings and is destined to house an historical museum of Bloomfield and its vicinity.

The first floor is entered thru a vestibule bearing on one wall the tablet to Mr. Capen and on the opposite side one of similar design commemorating the gift to the town by James N. Jarvie of the Jarvie Memorial Library and its endowment, which formed the basis of the present institution. Both tablets are of bronze and were made by the Gorham Company of New York.

Courtesy of the Newark Evening News

DESIGNED TO HARMONIZE WITH THE OTHER BUILDINGS ON THE GREEN, BLOOMFIELD'S PUBLIC LIBRARY COMBINES BEAUTY WITH CONVENIENCE



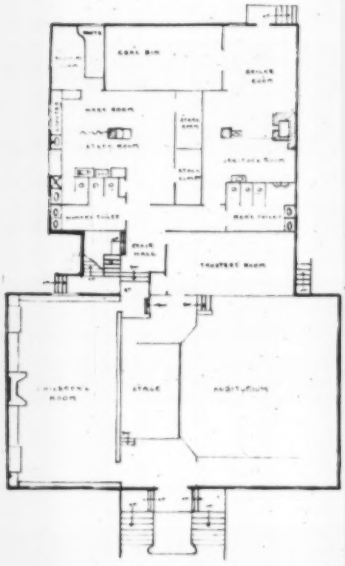
Courtesy of the Newark Evening News

IN THE CHILDREN'S ROOM

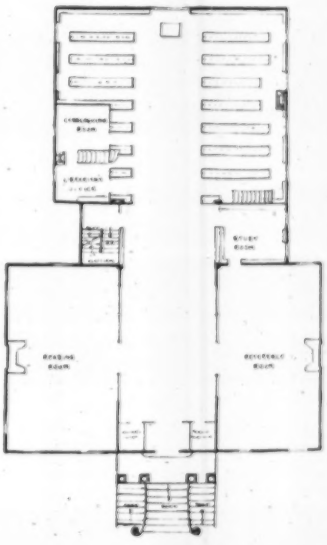
The first impression on entering the Library is one of light, comfort and space. This is given partly by the broad lobby, with the desk facing the entrance and low partitions separating it from the reading and reference rooms on either side; partly by the adequate lighting, the pale green walls, and the gray woodwork and furniture; and partly by the home-like fireplaces with their colonial candles and the paintings which hang above them. These paintings are representative work of two well-known artists of the vicinity, Charles Warren Eaton of Bloomfield and Frederick Ballard Williams of Glen Ridge. Mr. Eaton has recently presented another picture and has also been very generous with loans. Another painting, "Peasants at Rest," the work of a modern Polish artist, was brought from Poland and presented to the Library by Mrs. Teofil Daneski of Bloomfield.

The furniture was obtained from various sources. Specifications were prepared and the Trustees received bids. The Library Bureau furnished a larger proportion than any other company. The chairs are of the Windsor model, armless in the reference room and with arms in the reading room. There are plenty of them—more than enough for the tables.

The Art Metal Company of Newark furnished the stacks, which are dark green. The cork tile on the floors came from the Armstrong Cork Company of Pittsburgh, and the electric



BASEMENT PLAN



MAIN FLOOR

light fixtures from the Cassidy Company of New York.

The children reach their room in the basement by an entrance under the front steps. They have their own librarian. Special features of the children's room are its fireplace, which functions frequently and is flanked by three benches; its lamp shades which bear appropriate pictures; its cases for show and "clean-hand" books; its closets with cork doors useful for bulletin boards; and its Spanish galleon, made and presented by Peter Ori, a former high school student.

Courtesy of George W. French

THE ENTRANCE

Across the hall is the auditorium, which seats one hundred and fifty people. It has a stage with a curtain and foot-lights, and a dressing-room; and is obtainable on most occasions for a nominal fee. It has an outside exit door.

Screens divide the workroom into two parts and make a staff room out of the front. Here cupboards and a small stove give opportunities for lunches for the librarians and refreshments for the meetings in the Auditorium.

Bloomfield is a town of about 33,000 inhabitants. The librarian's report for 1927 showed 30,873 volumes on the shelves at the end of the year, a total circulation of 165,657 books and 6,457 pictures, and 6,404 active borrowers.

Besides the main building the library maintains two deposit stations in schools. They are open once a week for about two hours. Collections of books have been placed in six or seven public schools and one church school, to stay thru the term or until a change is necessary. For two winters a station was carried on in the Polish section of the town. It was abandoned because the demand for books was transferred to the central building. The library staff consists of the librarian and six assistants, one of whom is on part time. High school students serve as pages.

PROVIDENCE PUBLIC LIBRARY PUBLICITY

In connection with the Fiftieth Anniversary of the Providence Public Library in February, an historical and descriptive exhibit was displayed at the central library. In glass exhibit cases were shown original documents, including the records of the first meeting of public spirited citizens who gathered together more than a half century ago to arouse interest in the establishment of a free public library for Providence. Among other items exhibited were a copy of the charter issued by the State, the first city ordinance appropriating money for the library, the first printed catalog, and the statistics of circulation and registration of the first year. Photographs showing Providence in 1827 and the Providence of today gave atmosphere to this part of the exhibit.

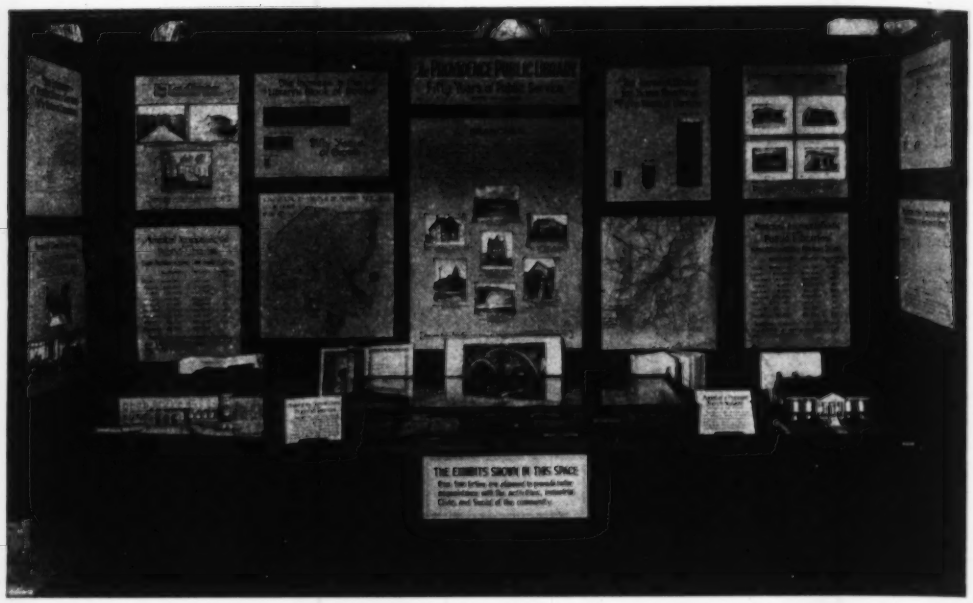
Two features which attracted much attention were a collection of some of the "Best Sellers of 1878 and 1928" and "Children's Favorites of Yesterday and Today."

Around the walls of the room were specially prepared posters describing the organization and the service of the library system, and calling attention to pressing needs.

A model of the proposed extension to the central building and another of the new Wanskuck Branch, for which plans are being drawn, contributed much to the variety of the exhibit's content.

After a showing for a fortnight at the central library, a portion of the exhibit was displayed in the Rhode Island Hospital Trust Company (one of the city's most prominent display points) for a week. The accompanying photograph is a view of the exhibit in its down-town showing.

One novel feature of the Library's anniversary celebration was the flood-lighting of the



FIFTY YEARS OF SERVICE ILLUSTRATED BY A WELL PLANNED EXHIBIT

central library for a period of two weeks. A battery of sixteen flood-lighting units, arranged along the portico of the N. E. Telephone & Telegraph Co. across the street, brought out in striking relief the graceful architectural lines.

CLARENCE E. SHERMAN.

THE BEAUTY OF THE LIBRARY WAS WELL BROUGHT OUT BY STRONG LIGHTING

RADIO VOTERS' SERVICE OF THE NATIONAL LEAGUE OF WOMAN VOTERS

List compiled by the A. L. A.

THE FARM PROBLEM

SPEAKERS:

Charles W. Holman.

Henry Wallace, Editor of *Wallace's Farmer*.

B. N. Hibbard, Department of Agriculture, University of Wisconsin.

J. E. Rankin, comp. *The McNary-Haugen Farm Surplus Bill*. Debate handbook. *University of North Carolina Extension Bulletin*. Univ. of N. C. Press, November, 1927.

J. E. Johnsen, comp. *Agriculture and the Tariff*. (Reference Shelf) Wilson, 1927.

Bibliographies, affirmative and negative references, and general discussion of the relation and bearings of the tariff upon agriculture and agricultural relief.

L. H. Bailey. *The Harvest of the Year to the Tiller of the Soil*. Macmillan, 1927.

"Farm Prices and the Value of Gold." J. R. Commons in *North American Review* 225:27-41, 196-211. January-February, 1928.

"Agriculture, a National Problem." W. W. Head in *Review of Reviews* 77:279-284. March, 1928.

"Keys to Farm Relief." S. G. Rubinow in *Independent* 120:63-64. January 21, 1928.

SUMMER COURSES IN LIBRARY SCIENCE

KANSAS STATE TEACHERS COLLEGE

COURSES offered from May 31 to July 28 at Kansas State Teachers College, Emporia, include two courses—on library methods and the use of the library—open only to those due to receive degrees at the close of the summer session. For others seven courses are offered: Library economy and administration, school library administration, children's literature, book selection and classification, reference work, literature of high school subjects, and cataloging.

Address C. P. Baber, librarian and director of library training.

NEW JERSEY SCHOOL

DURING July courses totaling 450 hours work will be given at Ocean City under the auspices of the New Jersey Public Library Commission. Inquiries should be addressed to the Librarian, New Jersey Public Library Commission, State House, Trenton, N. J.

CHAUTAUQUA SCHOOL

JULY 9-August 24. Chautauqua Summer School. Particulars may be obtained from Mary E. Downey, director of the school. Address: Denison University Library, Granville, Ohio.

RIVERSIDE LIBRARY SERVICE SCHOOL

THE Riverside Library Service School presents for 1928, a summer session of eight weeks, beginning June 25th and ending August 17th. The regular courses include classification and cataloging, book selection, appreciation of music, library administration and loan work, library handicraft and book repair, the elements of reference work, books and methods, children's literature and story-telling. Special courses include library law, modern languages for catalogers, business libraries and high school libraries.

Correspondence should be addressed to Charles F. Woods, librarian, Riverside Public Library, Riverside, California.

SYRACUSE UNIVERSITY

SYRACUSE University School of Library Science offers a six weeks' course from July 2 to August 10, with two options: the first, for public librarians, with courses in public library management, book selection, reference work, classification, and cataloging; the second option, for school librarians, offering courses in school library administration, classification, and cataloging, book selection, and reference work. The courses have been approved by the New York State Department of Education and the A. L. A. Address correspondence to Wharton Miller, director, School of Library Science, Syracuse University, Syracuse, N. Y.

FARMERS numbering 1600 form the largest class of borrowers for five years recently surveyed by the Saskatchewan Open Shelf Library. Teachers come next with a total of 746, then married women 567, students 368, clergymen 217, merchants 59, clerks 56, bankers 47, lawyers 46, agents 45, housekeepers 41, grain buyers 40, postmasters 27, physicians, mechanics and railroad employees, 16 each; carpenters 14, journalists, lumbermen, stenographers, 11 each; salesmen 12, engineers 10, civil servants, secretaries, secretary-treasurers, 9 each; accountants, nurses, 8 each; blacksmiths, druggists, labourers 7 each; builders, hotel keepers, 6 each; bookkeepers, dentists, harness makers, musicians, telegraphers, telephone operators, 5 each; missionaries, policemen ranchers, station agents, 4 each, contractors, justice of peace, butchers, editors, painters, supervisors (S. S. B.), 3 each.

THE LIBRARY JOURNAL

MAY 1, 1928

No detailed report has yet been received of the Mexican Library Congress, April 16-21, at which were present, on behalf of the A. L. A., Secretary Milam, Chairman Vance of the Committee on Library Relations with the Hispanic Peoples, and Director Van Patten of Leland Stanford University Library, President Roden having unfortunately been detained in Chicago. It may be stated, however, that the sessions of the Congress represented definite library progress in Mexico of which more will be learned at West Baden, where the Mexican delegates, present at the invitation of the A. L. A., made possible by a grant from the Carnegie Endowment for International Peace, will be received with friendship and distinction. It has been arranged that these delegates will be made acquainted with the methods of American libraries by a pre-conference and post-conference journey as far south as Houston and as far east as New York, whence they will sail for home in June.

The program for the West Baden Conference, the fiftieth of the A. L. A., a seeming discrepancy as to semi-centenary caused by the omission of an annual conference in 1878 and 1884 will in three of its five general sessions be specialized on topics of present emphasis—library extension, education, adult as well as for librarianship, and children's library work, including the presentation of the John Newbery Medal. The initial session will include a welcome to Indiana by Mrs. Elizabeth Claypool Earl, so long identified with library progress as the head of the Indiana Library Commission, now the Indiana State Library and Historical Department, the presidential address of Mr. Roden, which will be looked forward to with keen interest, and an address from Miss Ahern, State Library of Indiana before she joined the library editorial fraternity. A very notable session will be that mid-week when ex-President Belden will deliver an address on "Library Service in an Understanding World"; Dr. Putnam will treat of some recent developments in our national library; there will be a report from Chairman Bishop for the Committee on International Relations, including information about the important work at the Vatican Library under his leadership; and the presentation of the delegates of the National Congress of Librarians which was in session last month in Mexico City.

On his return from Rome last week, Mr. W. W. Bishop brought interesting word of progress in library affairs abroad, especially at the Vatican Library, where his associates from America, Prof. Hanson, Mr. Martel and others, and library experts from other countries are accomplishing most important world service with the personal approval of the Pope, of which reports have just been made to President Butler of the Carnegie Endowment for International Peace which has furnished the funds for this great international peace gesture. Mr. Bishop attended, while in Rome, a meeting there of the International Library Committee provided for at the Edinburgh conference last year, Dr. Colijn of Sweden presiding, and arrangements were set on foot for the first meeting of the international library gathering at Rome in June 1929. A meeting has also been held at Geneva of the League of Nations committee for the Rockefeller library building, which has to deal with a rather difficult problem in relation to the proposed site, on a limited piece of ground, between the proposed League Secretariat building and the International Labor Office. The committee is proceeding slowly, but has already reached the important decision of using one million dollars for endowment and applying the other million directly to the start of a building of such construction as to permit of the expansion which the future will demand. At Rome, on May 8th, there will be the conference of the diplomatic representatives of the governments united in the International Copyright Union for the revision of the Berne-Berlin convention, for which Ambassador Fletcher, Representative Sol Blum and Register Solberg have been appointed official observers by President Coolidge, so that much attention will be concentrated in the direction of the Eternal City during the current year.

At Chicago where the Public Library continues under the able directorship of Carl B. Roden, there have been many changes. At the John Crerar Library Clement W. Andrews was retired on April 1st with the title of Librarian Emeritus because of his continuing disability

thru illness, from which, however, he has in part recovered, half pay being assured him for his remaining years, which his library friends will trust may be many. He had served the John Crerar Library and the people of Chicago from the inception of that institution, which has owed its great development to his guiding hand and his work culminated in the novel combination of the office and library building, also housing the A. L. A. headquarters, which will be a lasting memorial to him. Few members of the A. L. A. have served it more vigorously and in a greater variety of service, and he has won hosts of friends. Mr. Edward Tweedell was retired at the same time under like conditions, but unfortunately we have to record the death last month of this excellent librarian, who made his contribution not only to the John Crerar library during twenty years but also to the A. L. A., of which he had been for many years treasurer, and one of Mr. Faxon's associates in guiding library pilgrims on their way. J. Christian Bay, as the new librarian in chief has already won for his administrative ability golden opinions such as for many years have been accorded him for unusual bibliographical skill, and his experience on the staffs of the Library of Congress and under Dr. Andrews assure the John Crerar Library of the continuance of its high repute. The Newberry Library is happily without change of personnel, and Mr. Utley is doing there such good work as he did from 1911 to 1920 as secretary of the A. L. A. Dr. Raney will presently concentrate attention upon his post as director of the University of Chicago libraries for which he has taken a year of preparation in travel and study of library buildings and methods, and Prof. George A. Works is prepared to start the new graduate library school, where Mr. Hanson will be the Professor of Bibliography after return from the good work in which he is now engaged at the Vatican Library in Rome.

THE committee, headed by Dr. Williamson, on the journal of discussion, as it is defined, so long discussed in A. L. A. circles, is wisely surveying the ground carefully for the pecuniary support of such periodical before making final plans, and the members of the A. L. A. have generally received the invitation to become participants in the enterprise as subscribers or as guarantors for a period of three or five years. The committee is desirous that the funds of the A. L. A. for general purposes shall not be depleted for this special enterprise and therefore is going ahead cautiously. The proposal suggests the remarkable growth of library journalism from the time when the LIBRARY JOURNAL, before the organization of the A. L. A. itself, was alone in the field, struggling against the discouragements which both the periodical and the Association had to contend with at the start. Then came *Public Libraries*, now *Libraries*, which has thruout its history of thirty-two years had the benefit of Miss Ahern's close knowledge of library affairs, and other journals of special character, particularly *Special Libraries*, the official journal of the Special Libraries Association, the *Law Library Journal*, official organ of the American Association of Law Libraries, and the several publications of the A. L. A., which now include the A. L. A. *Bulletin*, the *Booklist*, the *Adult Education* periodical and still other serials. A notable feature has been the development of some of the bulletins of state commissions and individual libraries into periodicals of more or less general professional character, so that librarians have an immense amount of reading matter competing for the limited time which they can spare from their administrative work.

A NOTABLE achievement is the completion of the great philological dictionary of the English language, proceeding from the Oxford University Press, by the recent issue of that part of the letter W required to complete the final volume, forty-four years after the publication of the first volume in 1884 and seventy after the inception of the work. The present writer recalls vividly a visit to Mill Hill, just north of London, where Dr. Murray, the first editor, kept the material in thousands of pigeonholes, like tiny post-office boxes, within the single story fireproof edifice of the "nonconformist chapel" type. It was gratifying to be able to add two words not found in the cubby-holes, one being "portraitist" noted a few days before on an old print in the British Museum, the other an Americanism in the editorial columns of the New York *Times* received that morning. For years scholars thruout the English-speaking world were voluntary assistants in reading specified works for discovery of the earliest use of a given word and its development in form and in meaning thru the successive stages of the English language. This process has resulted in a compendium which will be the standard on which all future dictionaries must be based. The set of volumes is rather costly for small libraries, but every library which can afford the outlay should place it on the shelves. The immense work on this book has been condensed into the *Concise Oxford Dictionary* by two capable philologists, and the smaller volume should not be missing from any library whatever.

CURRENT LITERATURE AND BIBLIOGRAPHY

The Bridge, as is indicated by the drawing on the first page of the first number, dated February, is a new periodical designed to span the gap between the thousands of readers who use the Albany (N. Y.) Public Library and the thousands of books which the library adds each year. "Distinguished Company" is a page devoted to new biography, and "At Home and Abroad," another on books of travel. By a coincidence, the first title listed in "Novels Worth Remembering" is *The Bridge of San Luis Rey*. The March issue has news notes on the general library field as well as special book lists.

PART II (mimeographed) of the A. L. A. Committee on Library Extension *County Library Campaign Handbook* is now obtainable from the Association. Entitled "Newspaper Publicity for a County Library Campaign," it supplements the first part, issued under the title "How to Organize a County Library Campaign," and is chiefly devoted to twenty news stories and ten editorials embodying the practical suggestions made in the earlier pages for making the material most useful to the editor and most telling in ultimate effect on newspaper readers.

OBERLY MEMORAL PRIZE

THE Eunice Rockwood Oberly Memorial Prize, in memory of Miss Oberly, is awarded once in two years to the compiler submitting the best bibliography, either in printed or typewritten form, in the field of agriculture or the related sciences. The amount of the prize is the interest at 4½ per cent on the Eunice Rockwood Oberly Memorial Fund amounting to $1,050 which is administered by the American Library Association. The first award was made in 1924 to Mr. Max Meisel for the first volume of his *Bibliography of American Natural History*. The second award was made in 1926 to Mary G. Lacy, Annie M. Hannay, and Emily L. Day, joint compilers of the bibliography entitled *Price Fixing by Governments, 424 B.C.-1926 A.D.*

Bibliographies submitted in competition for the third prize should be sent to the chairman of the Committee by December, 1928. The award will be made by the Committee soon after that date. It is hoped there will be a number of competitors from library schools, libraries, and colleges of this country. Further details in regard to the conditions of the prize are available in printed form and may be obtained from the chairman of the Committee.

The present membership of the Committee appointed by the president of the A. L. A. is as follows: Claribel R. Barnett, librarian, U. S. Department of Agriculture, chairman; Frank K. Walter, librarian, University of Minnesota; Mary K. Bryan, Bureau of Plant Industry, U. S. Department of Agriculture; Mary E. Hazeltine, preceptor, University of Wisconsin Library School; Mary G. Lacy, librarian, Bureau of Agricultural Economics, U. S. Department of Agriculture; William A. Slade, chief, Division of Bibliography, Library of Congress.

THE ST. LOUIS PUBLIC LIBRARY MONTHLY BULLETIN

To the Editor of the LIBRARY JOURNAL:

I notice that you ask for corrections of the List of Library Periodicals by Gladys English, published in the LIBRARY JOURNAL for February 15. The entry of the St. Louis Public Library *Bulletin* on page 167 seems to us very misleading. I think most persons would conclude that our present *Bulletin* is published at irregular intervals.

The following form of entry has been prepared by our Catalog Department:

St. Louis Public Library. *Monthly Bulletin. New Series.* v. 1, no. 1, 1903.

Apparently there is no intention to trace the origin of publications back historically. The *Bulletin's* predecessors were various and issued under different titles and at different times, but I see no reason for particularizing in this list. At one time the volume numbers were even repeated, so that there are two vol. 1's, vol. 2's, etc. under different dates. The *Bulletin* was, at one time, issued as a literary magazine with the title *The St. Louis Public Library Magazine*.

There is no mention of our *Municipal Reference Bulletin* or our *Teachers' Bulletin*, both of which are printed monthly. These are included in the *Monthly Bulletin* and it may not be thought necessary to give them separate entry, but they should be mentioned in a note. They are also issued as separates.

I think it should also be noted that besides the lists of additions and bibliographies, the *Bulletin* usually contains a picture on the cover page. Some of these pictures have been considered quite valuable by other libraries. It also contains occasional news notes, a subject index to recent additions and a list of coming lectures and recitals to be held in the city during the current month.

ARTHUR E. BOSTWICK, *Librarian,*
St. Louis Public Library.

LIBRARY ORGANIZATIONS

CALIFORNIA LIBRARY ASSOCIATION

CALIFORNIA librarians held their thirty-third annual meeting at the beautiful Mission Inn, Riverside, April 3rd to 5th. Mrs. Frances B. Linn of Santa Barbara made a most gracious president, and the meeting was a most enjoyable one from every standpoint.

A feature which appealed to many was the absence of section or group meetings, save luncheon meetings. An address on new viewpoints in American history occupied the first session; Professor Louis K. Koontz of the University of California at Los Angeles listing books which follow the changing viewpoints in the history of America.

The next session was devoted to library publicity. Publicity by news writing was discussed by Frederick Faulkner of Sacramento who stressed the avoidance of colorless administration details in seeking newspaper publicity, and stressed rather the human interest events of the library. For library publicity by public speaking a lay jury, consisting of Stanley Abel, Kern County supervisor, Frank Troth, Sr., library trustee of Riverside, John T. Redmand, Riverside councilman, and State Librarian Milton J. Ferguson, listened to talks on the budget, the establishment of a county free library, and the presentation of a library building bond issue, by Susan T. Smith of Sacramento, Mrs. Alice G. Whitbeck of Contra Costa County and Orra E. Monnette, Los Angeles Public Library Commissioner, respectively. The jury was privileged to heckle the speakers, and much amusement was provided by their numerous interruptions. At the close of the talks, Professor Benjamin D. Scott of Pomona, an authority on public speaking, commented on the efforts of the speakers, pointing out that in addressing an audience one should hold to a time limit, avoid statistics and assume the audience to be friendly.

The next session was one of many interests. Dorothy E. Newton of the adult education department of the Los Angeles Public Library spoke on old books with new, showing how it is possible to direct the reading public to select similar books or books by the same author, when the special title requested is out. Martyn Johnson of a Hollywood bookshop told of his experiences in helping the reading public; he concluded that to be able to determine what the reader wants, yet does not know what he wants, is the best way to help him; Mr. Johnson's descriptions of his window trimming groupings were helpful to librarians. Mrs. Ethel Richardson Allen, head of the adult education division of the state department of education, spoke on the American Association for Adult Education, stating that libraries have an important part in this work. Carl B. Roden, president of the A. L. A., spoke on the national association; we were honored to have President Roden with us, and his message was very helpful.

Fiction occupied the following session. Professor B. H. Lehman of the University of California, speaking on the trend of modern fiction, said that the fiction of today which will endure is that which combines the current trends of psychology, environmental influence and the massing of detail and delves deeply into the fundamental values of life. Mrs. J. Wells Smith, Los Angeles Public Library commissioner, spoke on values in fiction, citing many authorities to show differing evaluations. Helen E. Haines of Los Angeles and Pasadena, speaking on world vistas in foreign fiction, urged more consideration of foreign fiction and presented a very usable list of Russian and European novels of accepted excellence. The next session was devoted to children's reading from all viewpoints. That of the mother was discussed by Mrs. Ilot Johnson of Los Angeles; of the teacher by Eloise Ramsey of Detroit; of the librarian by Eva Leslie of Los Angeles; of the author and illustrator by Mrs. Lucy Fitch Perkins; of the publisher by Virginia Kirkus of Harper and Brothers; of the school librarian by Gladys English of Piedmont; and the whole was fittingly closed by Ella Young, the Irish poetess, who talked on the reading of fairy tales. No one who works with children could fail to derive benefit from this session; it was a delight and an inspiration to all.

The final session took care of routine business, resulting in the election of the following officers to take over the work of the Association: President, Mabel R. Gillis of the California State Library; vice-president, Eleanor Hitt of San Diego County Free Library; secretary-treasurer, Hazel G. Gibson, Sacramento County Free Library. Miss Gillis made a brief acceptance talk which augurs well for the future, and the meeting closed in a happy manner. Resolutions of general interest, introduced by Robert Rea of San Francisco, included the wishing of God-speed to Mr. Ferguson who will soon leave for an official tour of South Africa; the approval of pending legislation lowering postal rates on books, and the urging of the A. L. A. to hold the 1929 meeting in California.

The Trustees Section at an informal luncheon re-elected Mrs. J. Wells Smith as president. The Special Librarians had a similar meeting, held under the auspices of Lenore Greene of the Los Angeles Museum Library, and the municipal library section met and elected Cornelia D. Plaister of San Diego as president.

The lighter side of convention life was not neglected. The members enjoyed a delightful drive about Riverside and the surrounding country beautiful with the orange groves in full bloom and roses everywhere. A Spanish dinner was arranged by the Jinks Committee, headed by Katharine Kendig of Los Angeles; Leslie Hood as toastmaster introduced Grace Moon, Carl Moon, Mr. Hines and Anne Shannon Monroe, who gave charming talks; Spanish music and decorations blended in with the early California atmosphere of the Inn to provide a lovely setting. The dinner was followed by an original Spanish comedy in one act, *Tio Juan*, written by Laura Cooley of the Los Angeles Public Library, and acted by the Library Players of the same institution; costumes and settings were historically accurate and the whole was a pleasant ending to a splendid evening. A reception in the Spanish Gallery gave the members an opportunity to meet the guests of the Association and to renew old friendships. One evening was devoted to western authors, with Chief Standing Bear. Henry Herbert Knibbs, W. C. Tuttle, Colonel William M. Breckenridge and William S. Hart there in person, amusing and instructing all with their stories and readings.

HAZEL GIBSON, *Secretary*.

ATLANTIC CITY MEETING

AT the joint meeting with the Pennsylvania Library Club at Atlantic City, March 9-10, Professor William H. F. Lamont of Rutgers English Department, the first speaker, gave a brief history of the novel in England and America citing some of the best novels and novelists. In judging books, he says, we should strive to determine the aim of the author and measure the book by the degree to which his aim has been realized. In determining what we should read he suggested the following critics as the leaders in present day criticism: Carl Van Doren, Joseph Krutch, H. L. Mencken, Ernest Boyd, Henry Canby, William Lyon Phelps and Paul Elmer Moore.

He then mentioned some modern authors and books, emphasizing his particular admiration for Dreiser, Conrad, D. H. Lawrence's *Sons and Lovers*, Galsworthy's *Forsyte Saga* and a number of others.

Eduard C. Lindeman, contributing editor of the *New Republic*, spoke on the subject of adult education. In discussion of several problems in our present day education, Dr. Lindeman said that we do not give people enough of the tools of education but spend all our time teaching facts and content. He maintains that education is a qualitative process and not quantitative as seems to be the general opinion evidenced in much of our education today. Education should really be received by an exchange of thoughts rather than numerous lectures. He found fault with our system of specialization and says people are getting to learn more and more about less and less. In such a specialized world civilized culture is next to impossible. Life given to industry gives no chance for life enlargement. He is willing to accept the scientific dictum of division of labor and he knows that it is necessary to divide life into small parts to learn more about it but he earnestly believes that more attention should be given to the study of life as a whole.

Another misconception of education is the idea that education has terminals. Mad scrambling for degrees with little thought of the content and its application to a broader education is not truly education. There is no end to learning. Education is continuous—and here "Adult Education" comes to the fore.

Dr. Lindeman then spoke of the origin of adult education and the ideal of learning in Denmark where he lived until he was twenty-one. In bringing his address to a close he told of the great advances in the library field in Germany and mentioned particularly that at Leipzig all patrons are given a booklet in which they may keep a book list and reviews of books read. He said the libraries there are building from the bottom up rather than from the top down.

Officers of the New Jersey Library Association elected for 1928-1929 are: President, George A. Osborn, librarian, Rutgers University Library, New Brunswick; vice-president, Adeline T. Davidson, librarian, Public Library, East Orange; secretary, John B. Fogg, librarian, Free Public Library, New Brunswick; treasurer, Hazel Clark, librarian, Burlington County Free Library, Mount Holly; member of Executive Board, Agnes Miller, librarian, Public Library, Princeton.

The Philadelphia Library Club programs contained two addresses. Ellis Ames Ballard spoke on "Kipling and his Books" on the evening of March 9; A. Edward Newton on the format of the English novel, tracing interestingly the history thru "age of calf," the "age of parts," the "three decker" and today's "novel of commerce."

In his introduction Mr. Ballard said that the book collector is the meanest man in the world.

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He is selfish and covetous; his greatest pleasure is to get something to keep someone else from getting it.

Altho Kipling, a prolific author is still writing, first editions of his works bring bigger prices than those of any other person. A copy of one of Kipling's first collections of poems, so poor that Kipling would not let them go out over his name, sold recently for $14,000. The early editions of Kipling came out in very perishable form; they were printed on poor paper, and were unbound. Only two issues of ninety-two or ninety-three early American editions of Kipling are now extant; one is in the Library of Congress, and Mr. Ballard has the other one. Mr. Ballard said that he paid $3300 for his copy.

The Atlantic City meeting was attended by over 300 librarians. Apparently the Library Institute, held in February a short time ago, did not affect the attendance at Atlantic City.

Abridged from the reports of

JOHN B. FOGG, *Secretary*, N. Y. L. A.,
MARTHA C. LEISTER, *Secretary*, P. L. C.

AMERICAN LIBRARY ASSOCIATION

WHEN war conditions stopped the Carnegie Corporation's policy of erecting library buildings, after some fifty-two million dollars had been spent in this way, the trustees decided to help librarians to help themselves build up library service by making annual grants of money to supplement their own income, according to Frederick P. Keppel, president of the Corporation, in the A. L. A. *Bulletin*. Believing that the long view is best for the sake of the beneficiary and the foundation alike, the Corporation decided to appropriate $500,000 a year for ten years to its "real love," the American Library Association. The amount so allowed is far from being all that the Association could use, but it is a very bad thing for any enterprise to get so closely associated with any single source of supply that other people are afforded an alibi, according to Dr. Keppel. The very generosity of Mr. Rockefeller, in the early days, to the University of Chicago was a handicap to the university in making the community feel that it had one of the big institutions of the world and that it was the duty of the citizens to support it.

Altho it is for the Association's own salvation that the Carnegie grants are to cease in three years more, with a final grant of a million dollars, the A. L. A. must look elsewhere for at least another million to continue the enterprises it has undertaken since the war, writes Carl B. Roden, president of the A. L. A., also in the *Bulletin*. This program is threefold; the extension of library service over something like two thousand organized counties of this continent where there is none; the experimentation with methods by which adult education may be administered by libraries, particularly the successfully begun "Reading With a Purpose" series; and the continuation of the great new library school at the University of Chicago, which is to devise new methods of study, include new subjects in its curriculum, and establish education for librarianship upon a basis as high as that for any other of the professions. For these funds the Association "must look to the public-spirited; to those who are inspired by the vision of a general national educational program; to those who have from their own experience and from their own contact learned to value the efforts, small as they may be in the beginning but promising as they are in their prospects, toward relieving situations such as these."

OPPORTUNITIES

Wanted by the Tuxedo Park Library, Tuxedo Park, Orange County., N. Y., a lady librarian with sufficient experience to take charge of a village library, with one assistant. Salary $1,800. Copies of reference and photograph may be sent to Mrs. Alfred L. Loomis, Tuxedo Park, N. Y.

Wanted, librarian to take charge of branch library. Apply Johnson Public Library, Hackensack, N. J.

Wanted, a librarian for the Lorain Public Library. Must be library school graduate and have public library experience. Address the Lorain Public Library, Lorain, Ohio.

Trained librarian, with nine years' experience, desires permanent or summer position in library, publishing, or other business house. Experienced cataloger and also experienced in reorganization of libraries. Prefers the Middle West. L. I. 9.

Trained librarian, college education, would like position during the summer months, preferably in New England. Capable of assuming responsibility if necessary. M. L. 9.

Librarian with good executive experience wishes librarianship of a public library in a city of under 50,000 inhabitants. H. S. 9.

Librarian, woman, with fifteen years' experience in one of the leading city libraries of this country, including ten years' charge of its business department, seeks charge of reference, technology, municipal or business department in public or college library. D. A. 9.

Librarian with several years' experience in classification and executive work, wishes summer work from June to September in public or educational library. C. E. 9.

Young woman, college graduate with one year's library school training and three and a half years' experience as a public librarian, wishes a position as children's librarian or reference librarian. Free after June first. C. J. 9.

Trained librarian with fifteen years' library experience wishes change of position after May 15. Prefers a small library with several assistants. Present salary $2040. T. H. 9.

PITMAN'S NEW BOOKS

ORNAMENTAL HOMECRAFTS. By Idalia B. Littlejohns. 180 pages, copiously illustrated in colored and black and white plates. Cloth, $3.00.

Intended mainly for the use of the amateur, the home worker who desires to produce those dainty and artistic things which so many go without, because they are expensive to buy, or because they think they are too difficult to make. Much of the most beautiful craft work seen in the shops can be produced at home, without any previous art training and with very little, if any, outlay upon special tools or utensils.

EMBROIDERY AND DESIGN IN THE NEW STITCHERY. 182 pages, with four colored plates and many other designs in black and white, $1.50. By Elizabeth Glasier Fosher.

This new work brings embroidery in its simpler forms within the province of every elementary school girl. In the new system of embroidery designing which the Author has evolved, neither skilled drawing nor transfer processes are required, the designs are based on simple geometric and floral forms, built up with and naturally evolving out of the constructive stitches with which most teachers and scholars are now familiar.

This book should be in the hands of every needlework teacher.

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Social Science and History

No. 12 Miracula Sanctae Virginis Mariae. A hitherto unpublished twelfth century MS. from the library of the University of Chicago, edited with preface by Elise F. Dexter. 61 pp. Paper, $1.00

No. 13 The History of the Byzantine Empire. By A. A. Vasiliev. Volume I of this history is now ready. 453 pp. Paper, $3.00

Published 1927

The Mysticism of William Blake. By Helen C. White. Language and Literature No. 23. 276 pp. Paper, $2.50

In Preparation

The Doctrine of Correctness in English Usage, 1700-1800. By S. A. Leonard. Language and Literature No. 25. Ready September 1928.

Goethe's Lyric Poems in Translation after 1860. By Stella M. Hinz. Language and Literature No. 26. Ready November 1928.

Orders with remittance payable to G. L. Gilbert, Bursar, will be received by the University Editor, 701 Langdon Street, Madison, Wisconsin.

Write for a complete list of publications

AMONG LIBRARIANS

Gladys Allison, since 1926 librarian of the Arkansas Department of Education Free Public Library Bureau, resigned to become librarian of River Forest, Ill., April 15.

Herbert Baillie, whom many American librarians remember since his visit to United States libraries twenty years ago, retired recently from the librarianship of the Wellington (New Zealand) Public Library which he had held for nearly twenty-four years. An authority on New Zealand and especially Wellington history, Mr. Baillie will devote some of his leisure to writing, and it has been proposed that the City authorities secure him to write the official municipal history of Wellington with the growth of which he has been intimately connected.

Robert Pierpont Blake, assistant professor of history and tutor in the division of history, government and economics at Harvard University, has been appointed director of the University Library with rank of assistant professor, to succeed Professor Archibald Cary Coolidge, who died recently. Professor Blake is a graduate of the University of California, 1908, and took his Ph.D. at Harvard in 1916. From 1912 to 1914 he was instructor of history in the University of Pennsylvania and from 1914 to 1918 taught history at the University of Petrograd, after which he was commissioned by the Russian Academy of Science to go to Transcaucasia for investigation of old Georgian ecclesiastical manuscripts and during his investigation, 1919-1920, he taught history at the University of Tiflis. Since returning to Harvard Dr. Blake has been instructor and assistant professor in the History department.

Mary L. Ely, editor of publications for the American Association for Adult Education, was formerly for five years a member of the Dayton Public Library staff, and for the past five years has been organizer of the Adult Education Department of the National League of Women Voters.

Mary L. Erskine, 1914 New York State, librarian of Wilson College, Chambersburg, Pa., since 1906, died of heart disease March 22nd.

Emma Felsenthal, medical librarian, University of Iowa, and acting director of the Iowa Library Summer School, is on leave of absence until June 1st, working with the Readers' Committee of the Board on Adult Education of the A. L. A.

Jennie M. Flexner, author of *Circulation Work in Public Libraries*, and since 1912 head of the circulation department of the Louisville Public Library, resigns in July and in September joins the New York Public Library circulation department. After four months spent in becoming acquainted with the work of the department Miss Flexner is to become readers' adviser.

Aksel G. S. Josephson who for about twenty-five years prior to his retirement in 1921 was chief cataloger in the John Crerar Library in Chicago, rejoined the staff of that library on April 1 as consulting cataloger, continuing to reside in Fairhope, Alabama. Mr. Josephson was editor for many years of the *Papers* of the Bibliographical Society of America and is compiler of *Bibliographies of Bibliographies*, 1901, second edition of 1913, and of the John Crerar Library's *List of Books of History of Science* of 1911, and its *List of Books on the History of Industry*, of 1916, and last year the American Library Association published his *List of Swedish Books 1875-1925*, suggested for purchase by American libraries.

John H. Leete, who has been director of the Carnegie Library and Carnegie Library School of Pittsburgh since 1917, has resigned owing to continuing ill health. Dr. Leete, whose A.B. and D.Sc. are both from Colgate, was for many years associated with Pennsylvania State College before his appointment to Pittsburgh, successively as instructor in mathematics, associate professor, professor, registrar, assistant director and dean of the School of Applied Science. In accepting Dr. Leete's resignation the Board expressed its regret that prolonged ill health has compelled him to relinquish the position which he has filled with efficiency, success, and honor for so many years, together with the hope that his proposed change to a more salubrious climate will effect his early recovery.

Ralph Munn, 1921 New York State, who succeeded Louis J. Bailey as librarian of the Flint (Mich.) Public Library has been chosen to succeed Dr. John H. Leete as librarian of the Carnegie Library of Pittsburgh. Mr. Munn took the LL.B. degree at the University of Denver Law School in 1915 and the B.A. at the same university two years later. On graduating from the Albany library school he became chief of the reference department at the Seattle (Wash.) Public Library and remained there until his appointment to the Flint librarianship.

Cirilo B. Perez, 1920 Wisconsin, librarian, Bureau of Science, Manila, P. I., will represent the Philippine Government in the A. L. A. meeting to be held at West Baden, Indiana. While

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in the States he expects to visit a number of scientific libraries.

Charles E. Rush, who has been since 1917 librarian of the Indianapolis Public Library becomes librarian of Teachers College, Columbia University, in August and professor of education.

Eulogio Rodriguez, 1920 Wisconsin, chief of the Filipiniana division of the Philippine Library and Museum, was recently appointed assistant director of that library.

Christine Sanders, for the past six years librarian of the Helena (Ark.) Public Library becomes librarian of the Arkansas Free Library Bureau at Little Rock, May 1, succeeding Gladys Allison, resigned.

Margaret Shields, 1927 School of Library Service, Columbia, appointed editorial assistant on the "Standard Catalog Series" of the H. W. Wilson Company, leaving her position as assistant in the catalog department at Columbia University Library on April 1st.

George A. Stephen, city librarian of Norwich, England, is author of a useful pamphlet *The Public Library and the Historical Student*. Written primarily for clients of the Norwich library and published originally in *The Norfolk Chronicle* in February Mr. Stephen's paper is helpful to history students using any reference library, and suggests a simple tool which other library users would appreciate.

Edward D. Tweedell, assistant librarian of the John Crerar library for many years died last month after a long illness. Four years following his graduation from the New York State Library School (1901) he spent as auditor of the Providence Public Library going thence to the John Crerar. "We remember him as he was then, with a song on his lip," writes John Christian Bay, "a song and a smile, and bright thoughts wholesome as the morning air, wholesome as was his whole being and his influence everywhere. The key to his character and life was grace. He was gracious in every situation, and as I shared his blessed presence for over a score of years I often fancied him a happy child of felicitous parents, delicate, but born to spread enlightenment wherever he turned."

GRADUATES OF 1928

Graduates of the class of 1928 at the library schools are now being appointed to positions, and these will be recorded promptly as they are reported to the LIBRARY JOURNAL.

SIMMONS COLLEGE SCHOOL OF LIBRARY SCIENCE

Lysla I. Abbott appointed children's librarian, Girard College, Philadelphia, Pa.; Dorothea E. Guppy, assistant, Simmons College Library; Ruth Shaw Leonard, assistant, Simmons College Library School; Margaret Myers Peck, assistant to do work with the schools, Huntington Memorial Library, Oneonta, N. Y.; Hortense F. Richardson, cataloger, Brown University Library, Providence, R. I.; Martha E. Turner, cataloger, Duke University, Durham, N. C.

PRATT INSTITUTE SCHOOL OF LIBRARY SCIENCE

Mary E. Blossom returns to the Portland (Ore.) Public Library; Pearl M. Day is head of the Horlick Branch of the Racine (Wis.) Public Library; Margaret Hincks is to be children's librarian, Portland (Ore.) Public Library; Luise Kelley returns to the District of Columbia Public Library; Gladys McCaskie becomes cataloger, Newark (N. J.) Public Library; Ruth D. Scudder is to be in charge of extension work in the public library at Kalamazoo, Mich.; and Betty Strang, reference assistant, Pratt Institute Free Library.

SYRACUSE UNIVERSITY SCHOOL OF LIBRARY SCIENCE

Esther Bamford is to be school librarian of the Hornell (N. Y.) High School; Dorothy H. Hoag, reviser in the Syracuse University School of Library Science; Mary Hollis, junior assistant in the Rochester (N. Y.) Public Library; Mary C. Kenna, Doris Saxton, Emilie DuBois, junior assistants in the Syracuse University Library, and Margaret Mason, school librarian of Hazelton, Pa.

DREXEL INSTITUTE SCHOOL OF LIBRARY SCIENCE

Mrs. Florence K. Engberg appointed assistant, Extension Division, Washington (D. C.) Public Library; Anna Haddow, first assistant, industrial division, Public Library, Washington, D. C.; Marion Griffin, assistant, Public Library of Newark, N. J.; Anna E. Powell, librarian, Public Schools, Merchantville, N. J.; Carolyn E. Minogue, branch librarian, South Bethlehem, Pa.; Genevieve Geiger, head cataloger, Warder Public Library, Springfield, Ohio; Margaret Kerr, assistant cataloger, Warder Public Library, Springfield, Ohio; Edith A. Wright, assistant, loan and reference desk, Bryn Mawr College.

LIBRARY SCHOOL CARNEGIE LIBRARY OF ATLANTA

Sara Orville Additon, assistant in the library of Alabama State College for Women, Montevallo, Ala.; Daisy Louise Anderson, librarian, Judson College, Marion, Ala.; Loulie Forester, assistant in the public library, Macon, Ga.; Grace Rodman, reference librarian in the public library, Greenville, S. C.

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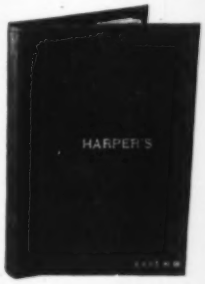

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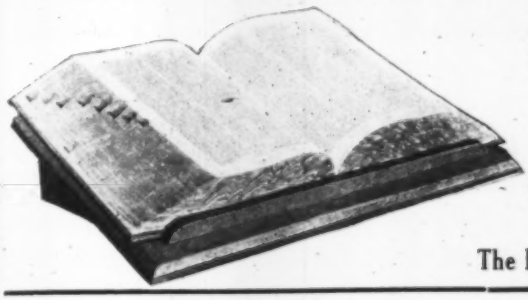

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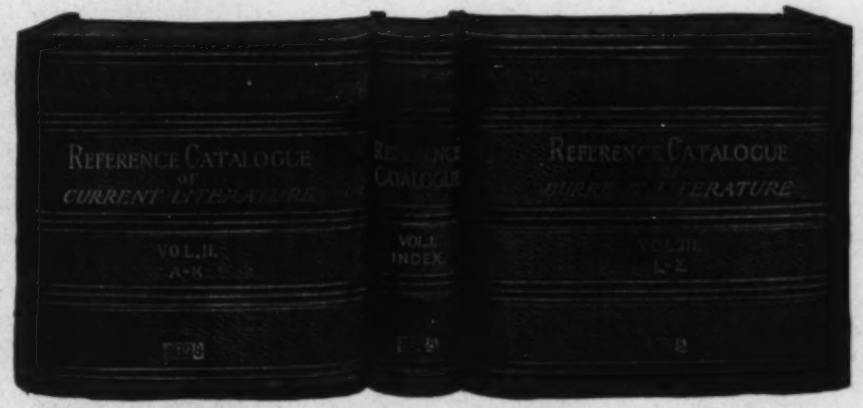

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